
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Charter Annual Report **Tuesday, October 09, 2007**

Charter School: People for People CS
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SECTION I. EXECUTIVE SUMMARY

Organization Description

The People for People Charter School is a K-8 urban charter school in North Central Philadelphia. Founded in 2001, PFPCS will begin its seventh year of operation in September 2007. PFPCS provides a rigorous academic program with an entrepreneurship theme to 540 students each year. Our student body is predominately African American (97.6%), entirely

English speaking, and overwhelmingly from low-income families (over 80% of our students qualify for free and reduced price lunch). We also serve a significant special needs population; 21.9% of our students have an Individualized Education Plan (IEP). For the second consecutive year, PFPCS has raised student achievement in reading and mathematics, making Adequate Yearly Progress under the Pennsylvania Accountability Plan and No Child Left Behind.

Core Purpose

Mission

The underlying purpose of The People For People Charter School is to equip students in grades K-8 with a challenging educational program in which the fundamentals of entrepreneurship will be a primary focus. Economic, community, and career education will be integrated into all subject areas throughout all grades. Students will acquire necessary knowledge, skills, and interests through a highly experiential program that will prepare them to take responsibility for their own lives and to participate in their communities.

Vision

PFPCS is located in North Central Philadelphia in an area characterized by pervasive poverty, which fosters a high crime rate, high unemployment figures, drug and alcohol abuse, poor housing conditions, closed businesses, and single-parent households. PFPCS was founded to serve as the educational arm of People for People, Inc. — a community development corporation devoted to breaking the vicious cycle of poverty in the lives of North Central Philadelphia residents by providing them with positive alternatives to gangs, drugs, welfare and crime. In founding the PFPCS, Rev. Herbert H. Lusk, II, envisioned a community school that would provide the educational component to a comprehensive community development strategy. The school would be a center of academic excellence and an incubator for young entrepreneurs and civic leaders.

Shared Values

PFPCS believes that the most effective and lasting answer to alleviating the above-mentioned community problems, turning around the neighborhood, and giving our students a better chance to succeed, is to provide a strong educational foundation infused with economic, career, social and community development skills. By the time our students graduate from the eighth grade they should:

- Demonstrate proficiency in all content areas — mathematics, language arts, social studies, science, arts, technology, health education, and foreign language.
- Understand basic economics and entrepreneurship.
- Have an understanding of the variety of careers available to them.
- Possess the knowledge, thinking skills, self-awareness, and interpersonal skills they need to participate responsibly in their homes, community, and in the marketplace.
- Be self-directed and motivated citizens who will help create a more positive environment.
- Be motivated to become life-long learners.

Academic Standards

The People for People Charter School's curriculum has been designed to provide all our students with instruction needed to attain the academic standards as put forth in section 4.12 of 22 Pa. Code.

Specifically, PFPCS provides students instruction needed to attain the elementary and middle school level standards in the following areas:

- **Reading, Writing, Speaking, and Listening:** Students will learn to read independently; read critically in all content areas; read, analyze, and interpret literature; produce different types of writing at a high quality level; demonstrate speaking and listening skills; understand the characteristics and function of the English language; and conduct research.
- **Mathematics:** Students will understand the following concepts: numbers, number systems, and number relationships; computation and estimation; measurement and estimation; mathematical reasoning and connections, mathematical problem solving and communication; statistics and data analysis; probability and predictions; algebra and functions; geometry; trigonometry; and concepts of calculus.
- **Science and Technology:** Students will study and understand the natural world and facts, principles, theories and laws in the areas of biology, chemistry, physics and earth sciences. In technology, students will study the application of science to enable societal development including food and fiber production, manufacturing, building, transportation and communication. Science and technology share the use of the senses, science processes, inquiry, investigation, analysis and problem solving strategies.
- **Environment and Ecology:** Students will understand the components of ecological systems and their interrelationships with social systems and technologies. These components incorporate the disciplines of resource management, agricultural diversity, government and the impact of human actions on natural systems. This interaction leads to the study of watersheds, threatened and endangered species, pest management and the development of laws and regulations.
- **History:** Students will study and understand the record of human experience including important events; interactions of culture, race and ideas; the nature of prejudice; change and continuity in political systems; effects of technology; importance of global-international perspectives; and the integration of geography, economics and civics studies on major developments in the history of the Commonwealth, the United States and the world.
- **Geography:** Students will study and understand relationships among people, places and environments, of geographic tools and methods, characteristics of place, concept of region and physical processes.
- **Civics and Government:** Students will study and understand United States constitutional democracy, its values and principles, study of the Constitution of the Commonwealth and government including the study of principles, operations and documents of government, the rights and responsibilities of citizenship, how governments work and international relations.
- **Economics:** Students will study and understand how individuals and societies choose to use resources to produce, distribute and consume goods and services. Students will also study and demonstrate knowledge of how economies work, economic reasoning and basic economic concepts, economic decision making, economic systems, the Commonwealth and the United States economy and international trade.
- **Humanities:** Students will study dance, theatre, music, visual arts, language and literature including forms of expression, historical and cultural context, critical and aesthetic judgment and production, performance or exhibition of work.
- **Career Education and Work:** Students will understand career options in relationship to individual interests, aptitudes and skills including the relationship between changes in society, technology, government and economy and their effect on individuals and careers. Students will develop knowledge and skill in job-seeking and job-retaining skills.
- **Health, Safety and Physical Education:** Students will study concepts and skills which affect personal, family and community health and safety, nutrition, physical fitness, movement concepts and strategies, safety in physical activity settings, and leadership and cooperation in physical activities.
- **Family and Consumer Science.** Students will understand the role of consumers as a foundation for managing available resources to provide for personal and family needs and to provide basic knowledge of child health and child care skills.

PFPCS assesses the attainment of these academic standards for the purpose of promotion and to develop strategies for assisting students to attain them. Assessment of these standards is accomplished in various ways including, but not limited to, state and local standardized tests (i.e., PSSA, TerraNova); benchmark assessments tied to curriculum (e.g., unit tests); student performances, presentations, and research products; and student portfolios. Students with disabilities at PFPCS may attain these standards by completion of their Individualized Education Programs under the Individuals with Disabilities Act. PFPCS provides assistance to those students having difficulty attaining these academic standards.

Strengths and Challenges

Strengths:

2006-2007 was a pivotal year in the six year history of the People for People Charter School. Under the leadership of new Director of Operations Andre C. Williams, PFPCS heralded in a year of school improvement reforms, new administrators and instructional staff, and a renewed commitment in the school's mission. The following are the strengths of the PFPCS program.

- **Two Years of Adequate Yearly Progress** — After experiencing large gains in student achievement, and, consequently, making Adequate Yearly Progress in 2005-2006; PFPCS sustained our level of improvement on the math PSSA and decreased the percentage of students performing below proficiency by 5% on the reading PSSA. As such, PFPCS made AYP for the second consecutive year in 2006-2007 and for the third year in our history.
- **Emphasizing Literacy** — As part of our ongoing efforts to raise student achievement, PFPCS partnered with the Children's Literacy Initiative (CLI) in January 2006 and continued this partnership through 2006-2007. Through this partnership, PFPCS implemented CLI's Message Time Plus curriculum a modeled writing and shared reading instructional program for grades K-3. Teachers participated in extensive professional development institutes to prepare them to implement the program and CLI provided nearly 800 hours of coaching and grade level planning during a year-and-a-half period, laying the foundation for PFPCS' early literacy program.
- **Our Mission Realized** — For the third year in a row, PFPCS greatly enhanced the entrepreneurship education component of our program by: employing a full-time Entrepreneurship teacher/coordinator; offering an Entrepreneurship class for all grades; implementing the National Foundation for Teaching Entrepreneurship middle school curriculum; continuing to implement the SEED college savings program for students; and partnering with Junior Achievement for professional development, curriculum and project based learning.
- **Making Better Use of Out-of-School Time** -- In the third year of our 21st Century Community Learning Center grant, PFPCS' after school program served 120 students who had been performing significantly below level in reading and mathematics. The program emphasized literacy development (through the 100 Book Challenge), tutoring and standardized test preparation, and extracurricular activities (through the After School

Activities Partnership — A.S.A.P.) The number of regular students (those attending 30 or more days) exceeded 100 in 2006-2007. In 2006-2007 a grant through Project PA, also allowed PFPCS to promote improved nutrition and physical fitness in the after school program. PFPCS has received a continuation grant from PDE to continue to run this after school program through 2008-2009.

- **New Curriculum** — There were many changes in 2006-2007, from a new administrative leader to a staff that was comprised of nearly 50% new staff. One of the most exciting changes in 2006-2007 was the implementation of a standard curriculum across all classes and grade levels in the school. PFPCS implemented the School District of Philadelphia's Core Curriculum for Literacy, Mathematics, Science, and Social Studies, which provides our staff with an outline for teaching for proficiency.

Areas in Need of Improvement:

PFPCS was largely successful in implementing the improvement activities listed in 2005-2006 annual report. However, we are aware that our reading scores overall this year were well below the new 2008 target of 65% proficiency and that we will also need to work toward improving our math scores, so that our students meet and surpass the new 2008 target of 54% proficiency in math. Additionally, with the new science PSSA on the horizon, we need to significantly improve our science achievement levels, particularly among our 4th and 7th grade students. As such, we will continue to focus on improving student achievement in math, reading, and science in 2007-2008.

Additionally, we recognize that despite the fact that 92% of our staff in 2006-2007 were considered highly qualified under No Child Left Behind, we fell significantly below the 75% certification level mandated by the Charter School Law. At the time of this report, PFPCS has already made strides toward improving our certification level by: recruiting certified teachers in hard to staff positions through our partnership with Teach for America, replacing some uncertified staff members with certified members, freezing the salaries of any remaining uncertified teachers, and requiring uncertified teachers to develop a detailed plan for how they will gain certification in the next 12 months. We are confident that our 2007-2008 certification level will meet or exceed the required 75%.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The People for People Charter School has developed a group of administrators, board members, teachers, parents, and business community members who regularly convene to assess the strengths and weaknesses of our program and to analyze our internal and external needs. In 2005, this group met to develop our charter school renewal application, which serves as our five-year strategic plan. This plan includes the required components set forth in section 4.13 of Pa. Code 22. PFPCS conducts a continuous strategic planning process, whereby assessment of our program are made and revisions adopted as necessary in the format of our Charter School Annual Report and in other strategic documents as required (e.g., Title I School Wide Plan).

In accordance with section 4.13 of Pa. Code 22, beginning in 2007, any strategic plan or revisions to that plan will be made public prior to the approval by the school's Board of Trustees. It will be made available for public inspection in the PFPCS front office and at the nearest public library (i.e. the Central Branch of the Free Library of Philadelphia at 1901 Vine Street, Philadelphia, PA

19103) until the next regularly scheduled board meeting or a minimum of 28 days, whichever comes first.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Andre C. Williams	People for People Charter School	Administrator	PFPCS Board of Trustees
Herbert H. Lusk, II	People for People Charter School	Board Member	PFPCS Board of Trustees
Kristi Tedeschi	People for People Charter School	Administrator	PFPCS DOO
Jacqueline Philipp	People for People Charter School	Ed Specialist - School Counselor	PFPCS DOO
Robert Allen	People for People Charter School	Administrator	PFPCS DOO
Nihmal Sukran	People for People Charter School	Ed Specialist - Instructional Technology	PFPCS DOO
Julia Poindexter	People for People Charter School	Ed Specialist - School Nurse	PFPCS DOO
Donovan West	People for People, Inc.	Community Representative	PFPCS Board of Trustees
Gloria Harley	People for People Charter School	Parent	PFPCS DOO
Sydney Flores	Greater Exodous Baptist Church	Parent	PFPCS DOO
Christine Tsatsakos	People for People Charter School	Middle School Teacher	PFPCS DOO
Kate Hasecke	People for People Charter School	Elementary School Teacher	PFPCS DOO
Melanie Burke Reiser	OmniVest Management, LLC	Business Representative	PFPCS DOO

Goals, Strategies and Activities

Goal: Discipline

Description: 10% annual decrease in both the total number of suspensions and the percentage of the student population involved in suspensions.

Strategy: Consistent Implementation of Discipline Policy

Description: PFPCS will develop and disseminate a discipline policy and Code of Conduct, which will be consistently implemented by all teachers and staff in all grades.

Activities:

Activity	Description	
Dean of Students	Beginning in 2006-2007, PFPCS will employ a Dean of Students/Disciplinarian to provide a fair and consistent implementation of school's discipline policies.	
Person Responsible	Timeline for Implementation	Resources
Andre Williams	Start: N/A Finish: N/A	\$0.00

Activity	Description	
In School Suspension	Beginning in 2006-2007, an In School Suspension room staffed by trained personnel will be available as a consequence for disciplinary infractions. ISS will still be a student consequence, but learning will not be interrupted.	
Person Responsible	Timeline for Implementation	Resources
Chapter 12 Admin	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Revised Code of Conduct	Beginning in 2006-2007, Dean of Students and Director of Operations will review Code of Conduct and Disciplinary Policies annually, make needed revisions, train staff on changes, and disseminate new policies to parents and students via the Student-Parent Handbook.	
Person Responsible	Timeline for Implementation	Resources
Chapter 12 Admin	Start: N/A Finish: N/A	\$0.00

Strategy: Cultivate Student Leadership

Description: Provide opportunities for a group of student peer leaders to emerge. These peer leaders, if properly trained, can help adults with discipline, school spirit, and academics.

Activities:

Activity	Description	
Peer Mediation	School Counselor will reinstate peer mediation program. Under the guidance of the School Counselor and Dean of Students, students in grades 5-8 will be trained as mediators who will work with students experiencing conflicts during lunch or before and after school.	
Person Responsible	Timeline for Implementation	Resources
Chapter 12 Admin	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Student Government	Beginning 2006-2007, PFPCS will form a student government which will have a role in the decision-making of the school.	
Person Responsible	Timeline for Implementation	Resources
Chapter 12 Admin	Start: N/A Finish: N/A	\$0.00

Strategy: Integrative Classroom Education

Description: Dean of Students and School Counselor will provide curriculum-based lessons on behavior, ethics, and other life skills to students in grades K-8.

Activities:

Activity	Description	
Safe and Drug Free Schools	PFPCS will apply for Safe and Drug Free Schools funding to implement Urban Family Council anti-violence and choices and consequences program in 2007-2008 and on.	
Person Responsible	Timeline for Implementation	Resources
Chapter 12 Admin	Start: N/A Finish: N/A	\$0.00

Goal: MATHEMATICS

Description: At least 45% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments OR we will make continuous progress in raising student achievement to the extent that we make AYP through safe harbor or PPI.

Strategy: Out of School Programming

Description: PFPCS will make use of out of school time to provide students who are struggling with math with needed supports and interventions

Activities:

Activity	Description	
21st Century CLC After School Program	21st CCLC After School Program will serve 120 students in grades 1-8 who are at risk for academic failure. Tutoring, homework assistance, mini-lessons, and computer-based instruction are some of the strategies that will be employed to raise student achievement in mathematics.	
Person Responsible	Timeline for Implementation	Resources
Andre Williams	Start: N/A Finish: N/A	\$0.00

Strategy: Standards Based Curriculum

Description: PFPCS will select a mathematics curriculum explicitly aligned to PA Standards and Assessment Anchors. By having a content and instruction specific curriculum, PFPCS will have greater consistency in what is being taught in each grade and how.

Activities:

Activity	Description	
Professional Development in Core Curriculum	Contract with Next Step Associates to provide week-long professional development related to implementing the SDP Core Curriculum effectively.	
Person Responsible	Timeline for Implementation	Resources
Professional Education Admin	Start: 8/21/2006 Finish: 8/25/2006	\$0.00

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4	5	40
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Next Step Associates	<ul style="list-style-type: none"> Company 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Understanding of Core Curriculum format, ability to implement curriculum effectively, strategies for effective instruction.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) 	<ul style="list-style-type: none"> Mathematics
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet 	<ul style="list-style-type: none"> Student PSSA data Standardized student assessment data other than the PSSA Review of participant lesson plans 	

varied student learning styles	
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Activity	Description	
School District of Philadelphia Core Curriculum	Beginning 2006-2007, PFPCS will implement the School District of Philadelphia's Core Curriculum for Mathematics.	
Person Responsible	Timeline for Implementation	Resources
Andre Williams	Start: N/A Finish: N/A	\$0.00

Strategy: Test Preparation Programs

Description: PFPCS will use test-preparation programs (web and paper-based) that are explicitly aligned to state (PSSA) and local (TerraNova) assessments, to prepare students specifically for the content and format of assessments.

Activities:

Activity	Description	
MaxSkill	Students in grades 1-8 will use the computer-based MaxSkill test preparation program (aligned to the PSSA and TerraNova) during the Computers special.	
Person Responsible	Timeline for Implementation	Resources
Andre Williams	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Measuring Up	Students in grades 3-8 will use the paper-based Measuring Up PSSA Prep program both in school and for homework.	
Person Responsible	Timeline for Implementation	Resources
Andre Williams	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Study Island	PFPCS will purchase and implement Study Island, a web-based program aligned to the math PSSA, for use in school and in the 21st CCLC program. Students in grades 3-8 will participate.	
Person Responsible	Timeline for Implementation	Resources
Andre Williams	Start: N/A Finish: N/A	\$0.00

Goal: READING

Description: At least 54% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments OR we will make continuous progress in raising student achievement to the extent that we make AYP through safe harbor or PPI.

Strategy: Literacy Professionals

Description: PFPCS will engage literacy professionals to guide our school's reading improvement plans.

Activities:

Activity	Description	
Children's Literacy Initiative	PFPCS will partner with the Children's Literacy Initiative in 2005-2006 and 2006-2007 to provide a structured early literacy curriculum for grades K-3, teacher coaching and grade level literacy planning, and professional development related to effective literacy strategies.	
Person Responsible	Timeline for Implementation	Resources
Andre Williams	Start: 1/16/2006 Finish: 6/22/2007	\$0.00

Activity	Description	
Reading Specialist	Beginning in 2006-2007, PFPCS will employ a reading specialist for grades 4-8. The reading specialist will help to coordinate literacy instruction in these grades, provide small-group instruction to students, and plan professional development related to reading. In 2007-2008, PFPCS will add a Reading Specialist for grades K-3 to perform the same functions as the upper grade specialist, plus administer the DIBELS assessment.	
Person Responsible	Timeline for Implementation	Resources
Andre Williams	Start: N/A Finish: N/A	\$0.00

Strategy: Out of School Programming

Description: PFPCS will make use of out of school time to provide students who are struggling with reading with needed supports and interventions

Activities:

Activity	Description	
21st Century CLC After School Program	21st CCLC After School Program will serve 120 students in grades 1-8 who are at risk for academic failure. 100 Book Challenge, tutoring, homework assistance, mini-lessons, and computer-based instruction are some of the strategies that will be employed to raise student achievement in reading.	
Person Responsible	Timeline for Implementation	Resources
Andre Williams	Start: N/A Finish: N/A	\$0.00

Strategy: Standards Based Curriculum

Description: PFPCS will select a reading curriculum explicitly aligned to PA Standards and Assessment Anchors. By having a content and instruction specific curriculum, PFPCS will have greater consistency in what is being taught in each grade and how.

Activities:

Activity	Description	
Professional Development in Core Curriculum	Contract with Next Step Associates to provide week-long professional development related to implementing the SDP Core Curriculum effectively.	
Person Responsible	Timeline for Implementation	Resources
Professional Education Admin	Start: 8/21/2006 Finish: 8/25/2006	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4	5	40
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Next Step Associates	<ul style="list-style-type: none"> • Company 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Understanding of Core Curriculum format, ability to implement curriculum effectively, strategies for effective instruction.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area

<ul style="list-style-type: none"> Classroom teachers 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles 	<ul style="list-style-type: none"> Student PSSA data Standardized student assessment data other than the PSSA Review of participant lesson plans 	

Activity	Description	
School District of Philadelphia Core Curriculum	Beginning 2006-2007, PFPCS will implement the School District of Philadelphia's Core Curriculum for Reading.	
Person Responsible	Timeline for Implementation	Resources
Andre Williams	Start: N/A Finish: N/A	\$0.00

Strategy: Test Preparation Programs

Description: PFPCS will use test-preparation programs (web and paper-based) that are explicitly aligned to state (PSSA) and local (TerraNova) assessments, to prepare students specifically for the content and format of assessments.

Activities:

Activity	Description	
MaxSkill	Students in grades 1-8 will use the computer-based MaxSkill test preparation program (aligned to the PSSA and TerraNova) during the Computers special.	
Person Responsible	Timeline for Implementation	Resources
Andre Williams	Start: N/A Finish: N/A	\$0.00

Activity	Description
Measuring Up	Students in grades 3-8 will use the paper-based Measuring Up PSSA Prep program both in school and for homework.

Person Responsible	Timeline for Implementation	Resources
Andre Williams	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Study Island	PFPCS will purchase and implement Study Island, a web-based program aligned to the reading PSSA, for use in school and in the 21st CCLC program. Students in grades 3-8 will participate.	
Person Responsible	Timeline for Implementation	Resources
Andre Williams	Start: N/A Finish: N/A	\$0.00

Goal: Science

Description: 5% annual increase in percentage of students overall (grades 2-8) and in each grade scoring above the national median on the Science Terra Nova.

Strategy: Science Specific Professional Development

Description: All PFPCS elementary teachers and middle school science teacher will participate in at least two full days of science professional development per year.

Activities:

Activity	Description	
Science It's Elementary	Teachers in grades K-6 will participate in professional development facilitated by PDE through our participation in Science It's Elementary Cohort 2.	
Person Responsible	Timeline for Implementation	Resources
Professional Education Admin	Start: 9/3/2007 Finish: 6/1/2008	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4	8	19
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Pennsylvania Department of Education/Science It's Elementary	<ul style="list-style-type: none"> Association 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Best practices in science instruction. Understanding of science curriculum materials.		<i>For classroom teachers, school counselors and education specialists:</i>

		<ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) 	<ul style="list-style-type: none"> Science and Technology
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles 	<ul style="list-style-type: none"> Student PSSA data Standardized student assessment data other than the PSSA Review of participant lesson plans 	

Strategy: Standards Based Curriculum

Description: PFPCS will select a science curriculum explicitly aligned to PA Standards and Assessment Anchors. By having a content and instruction specific curriculum, PFPCS will have greater consistency in what is being taught in each grade and how.

Activities:

Activity	Description
School District of Philadelphia Core	Beginning 2006-2007, PFPCS will implement the School District of Philadelphia's Core Curriculum for Science.

Curriculum		
Person Responsible	Timeline for Implementation	Resources
Andre Williams	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Science It's Elementary	Through participation in Science It's Elementary (Cohort 2), PFPCS will select and implement science modules to augment School District of Philadelphia Core Curriculum in grades K-6.	
Person Responsible	Timeline for Implementation	Resources
Andre Williams	Start: 9/4/2007 Finish: 6/20/2008	\$0.00

Strategy: Test Preparation Programs

Description: PFPCS will use test-preparation programs (web and paper-based) that are explicitly aligned to state (PSSA) and local (TerraNova) assessments, to prepare students specifically for the content and format of assessments.

Activities:

Activity	Description	
Study Island	Beginning in 2007-2008, PFPCS will implement the science version of the web-based Study Island test preparation program to improve student content knowledge in science and prepare them for the addition of the Science PSSA to the assessment schedule.	
Person Responsible	Timeline for Implementation	Resources
Andre Williams	Start: N/A Finish: N/A	\$0.00

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

The PFPCS Curriculum

In 2006-2007 the PFPCS adopted the School District of Philadelphia's Core Curriculum for Literacy, Mathematics, Science and Social Studies. PFPCS was drawn to this curriculum because it is aligned with the Pennsylvania Academic Standards and because it was designed to provide teachers with clarity as to what constitutes teaching at the proficient level. Embedded in the curriculum — which is divided into content-specific, grade-level documents — is an identification of what proficient teaching “looks like” in daily practice and what student outcomes “look like” at proficient levels of performance. The curriculum is designed to provide both rigorous content and a rigorous manner in which the content is to be delivered.

The Core Curriculum contains three components: (1) A Year at a Glance — provides a snapshot of the content to be covered during the year, (2) Planning and Scheduling Timeline — provides teachers with what they are to teach and connects the concepts and skills to the PA Content

Performance Descriptions and Pa Academic Standards, and (3) Core Curriculum — describes standards-driven, instructional best-practices written to include the rich cultural heritage and diverse learning styles of Philadelphia students.

PFPCS adopted the School District of Philadelphia's Core Curriculum to ensure consistency in content and instruction in each grade level's classrooms as well as coordination between the content and instruction across grade levels. It was also selected, because the Planning and Scheduling Timelines provide links to PSSA and TerraNova preparation materials related to each concept. Copies of the Core Curriculum and the documentation that the curriculum meets the Chapter 4 Content Standards can be found both in the PFPCS administrative office and on the School District of Philadelphia's website.

At present, PFPCS is using its Houghton Mifflin K-8 curriculum materials in implementing the School District of Philadelphia's Core Curriculum, but will explore different curriculum materials as materials need to be replaced. Additionally, the Literacy Core Curriculum was selected because it aligns with the work that the Children's Literacy Initiative has begun in our K-3 classrooms. The Core Curriculum provides a comprehensive literacy framework that includes read alouds, shared reading, guided reading, independent reading, modeled writing, interactive writing/shared writing, guided writing, and independent writing.

PFPCS contracted with Next Step Associates in August 2006 to provide a week-long professional development institute to prepare our teachers to implement this new program.

Specials/Electives: In addition to the Core Curriculum, PFPCS students participated in six special/elective classes on a rotating schedule. These included: Art, Entrepreneurship, Music, Physical Education and Health, Computers, and Science Lab/Study Island.

Entrepreneurship Education: The part of our curriculum that makes PFPCS stand apart from other schools as a truly innovative program is its emphasis on entrepreneurial skills and basic economics. Through active participation, students learn to be informed decision-makers as spenders, investors, borrowers, and managers of money. In 2006-2007, PFPCS again employed a full-time Entrepreneurship Coordinator. This coordinator was charged with developing a school-wide entrepreneurship education program; teaching an entrepreneurship "special" class on the six-day rotating schedule for all grades; providing staff with resources and professional development they require to effectively integrate our mission into all curricular areas; developing a new assessment rubric and assessing all students and forging partnerships with community organizations/businesses to provide students with a wide variety of engaging and project based learning opportunities related to entrepreneurship, economics, business, and personal finance.

In 2006-2007, the Entrepreneurship program was designed to not only teach students what an entrepreneur is, but to also teach them how to apply entrepreneurial skills in every setting. The program was designed around the "Three To(s)" of Entrepreneurship:

- To make a product or deliver a service (the selling of products or services)
- To help people by: (a) Hiring them and allowing them to have a meaningful life and (b) Giving customers the best product or service to make their life easier.
- To give back (to help our communities and to be good citizens)

Another very important aspect of entrepreneurship that is taught through the PFPCS entrepreneurship program is the value of integrity. With the scandals of Enron, MCI, and others, we felt it paramount to teach students that relationships should be based upon trust and doing the right thing. This concept was taught throughout the year and is one of the cornerstones of our entrepreneurship program.

A document outlining the innovative entrepreneurship lessons that were taught in 2006-2007 is attached to this report.

In addition to the Entrepreneurship class, the school integrated entrepreneurship education on the classroom level and throughout the school, including:

- **SEED Program (Saving for Education, Entrepreneurship, and Down payment):** Through a grant acquired by People for People, Inc. 75 students — primarily in grades 5 and 6 — participated in this national program in 2004-2005, 2005-2006, and 2006-2007. Through this program, students are provided \$1,000 bank accounts for their college education, which are held in trust until they graduate from high school. Participants are required to match their savings by \$1,000. To facilitate this program, students opened up savings accounts at our People for People Credit Union (PFPCU) and were taught the value of savings through a joint effort from PFPCU staff and entrepreneur class. Through fundraising efforts, the SEED program raised over \$1,000, which will be distributed evenly among each participant's SEED account.
- **Miscellaneous** — Additional entrepreneurial programs were implemented on a class by class basis, including visits from the People from People Credit Union, class sales, etc.

Children's Literacy Initiative (CLI) — 2006-2007 marked the second year of PFPCS' partnership with CLI. CLI provided PFPCS with a K-3 literacy curriculum and extensive professional development (a 3-day institute for new teachers and 380 hours of classroom coaching and grade level meetings). Through this partnership, PFPCS implemented the CLI Message Time Plus curriculum. Message Time Plus is a modeled writing and shared reading program for K-3 in which teachers create a message and then write it. Students watch and participate by making predictions. After the message is written, children come to the board and identify elements they know, such as letters, words, or punctuation, and their learning is then extended by the teacher through a mini-lesson targeted to each child's needs.

Message Boards-- Unlike morning message, morning news, or interactive writing exercises, Message Time Plus is a purposeful educational tool which addresses both reading and writing skills. Message Time Plus creates success because:

- Messages are carefully designed with an overall plan to address standards and goals.
- Teachers use the process to teach both high-frequency words and rich vocabulary.
- The process includes fluent reading practice.
- The Process models and teaches reading and comprehension strategies.

Developing Engaging Read Alouds—Children being read to add directly to their knowledge and vocabulary. Experts stress the importance of reading aloud to students. CLI instructs teachers to promote children's interest in books by reading aloud expressively, and to use books to build comprehension and vocabulary by asking open-ended questions.

Encouraging Writing Skills—It is important to develop writing skills in young children, as language and literacy work together. Starting from infancy, almost everything that children learn about listening and talking contributes to their ability to read and write. CLI trains teachers to incorporate writing in every classroom center, and to provide ample writing opportunities for their students.

Creating a Literacy-Rich Environment in the Classroom—Displays of children's writing, labeling, signs, and books in all areas of the classroom help immerse students in print conventions (such as punctuation and the way words are read) while providing them with a

context for new vocabulary and letters. A literacy-rich environment includes interactive instructional materials created by the teachers and a collection of quality books on display with their covers facing outwards.

Designing a Center-Based Classroom—Work centers are physical areas of the classroom designated for learning and practice with specific instructional goals. Early childhood centers include such areas as a Library Center, Writing Center, Science and Discovery Center, and a Math Center. Classroom centers should be challenging and purposeful and the objective of each center activity should be targeted towards reaching classroom literacy goals. CLI professional developers not only visit classrooms to help teachers rearrange and refine their classrooms, they also provide useful literacy instructional materials and activities that are theme- or content-related. Teachers learn classroom management skills in order to provide effective individual and small-group reading instruction and to promote independent learning.

The professional development provided by CLI not only taught teachers how to implement the Message Time Plus Curriculum, but also included extensive training on creating a literacy environment, reading aloud, writing, and center/small group instruction. And, as a requirement of our two-year partnership with CLI, PFPCS purchased over \$130,000 worth of books for our lending library.

Strategies for Under-Performing Students

In the 2006-2007 academic year, PFPCS implemented several strategies for accelerating academic skill development for students who were performing significantly below standards in literacy and mathematics skills (as measured on the PSSA and Terra Nova tests). These included:

- **Study Island** — In 2006-2007, PFPCS again purchased and implemented Study Island, a web-based test preparation program explicitly aligned to the assessment anchors tested on the PSSA. Students in 3 through 8 participated — at their own pace — during school and in the after school program.
- **MaxSkill** — MaxSkill Training Software is a computer-based program aligned with the Terra Nova and PSSA (customized for students in the 3, 5 and 8th grades). This provided students with the opportunity to use practice test questions, in which the questions are designed to be 15% more difficult than they are on the standardized tests. In 2006-2007 students in grades 1-8 used this program as part of the Computers special course.
- **Measuring Up** — Measuring Up is a supplemental series of student workbooks with instructional lessons customized to the Pennsylvania curriculum standards. The program has diagnostic/prescriptive approach, where students take practice tests to diagnose areas of weakness and to prescribe a prescriptive path to the workbooks for extra skill instruction, review, and practice. Not only does it provide standards-based instruction in reading and mathematics, but it also includes PSSA review and practice.

- **21st Century Community Learning Center** — In October 2004, PFPCS launched its 21st Community Learning Center, an after school program for 120 of the school's lowest performing students as measured by performance on reading and mathematics standardized assessments. In addition to providing homework assistance and tutoring and providing students with more opportunities to use MaxSkill and Measuring Up programs, the after school program implemented the 100 Book Challenge, a systemic independent reading program for grades K-12. The 100 Book Challenge has students read a minimum of 15 to 30 minutes a day from grade-level libraries containing 240 real books each from a wide variety of genres, subject areas, and perspectives. PFPCS had over 100 regular participants (attended 30 days or more) in the after school program in 2006-2007.

Teaching Methods

In order to accommodate the wide array of individual learning styles found among the student body of PFPCS, the charter school employs a variety of teaching strategies to engage students in the learning process:

- **Cooperative Learning** — Students work together to help each other learn as a means of acquiring skills or information. Students take on different roles: recorder, observer, editor, and researcher.
- **Team Teaching** — Teachers confer formally and informally with other classroom teachers, sharing expertise, experience, and resources in the instructional learning environment. Typically, two colleagues work collaboratively with their classes on a special objective/project.
- **Learning Centers** — Use of specialized stations to enhance student participation in a variety of subject areas. Some examples of stations include computers, writing centers, reading corners, listening stations, hands-on manipulatives, etc. These stations are used to augment existing programs in the classrooms and are excellent independent teaching tools for students who complete work early.
- **Peer Coaching** — Teachers pair proficient students with basic and below basic students within the classroom environment. This is also done on the school-level with the Buddy Read program, in which upper grade students are paired with lower grade students for reading lessons.
- **Project-Based Learning** — In this comprehensive approach to instruction, students participate in projects and practice an interdisciplinary array of skills from math, language art, fine arts, geography, science, and technology. For example, a third grade class studied insects, so students visited Philadelphia's Insectarium for a more in-depth and first-hand learning experience. Then, back in the classroom, students participated in a PBL activity of hatching butterflies and releasing them in a natural habitat (the park).
- **Thematic Units** — Provide a vehicle for organizing instruction around a central idea, topic, or focus. The work is kept in folders, which are easily accessible for students and parents to view. For example, to provide an inter-disciplinary learning opportunity, one kindergarten class has a weekly science theme. When they are practicing writing, the students write on this theme, rather than just free writing. So students concurrently develop language arts and science knowledge.
- **Computer-Based Instruction** — Students have the opportunity to learn at their own pace while receiving continuous feedback while using both the MaxSkill and Study Island test preparation programs.

Strategies for Actively Engaging Students in Learning Process

In addition to the core curriculum explained above and our entrepreneurial program, the PFPCS instructional staff members have implemented a variety of programs to make learning come alive for students — largely through hands-on learning. A sampling of some of our innovative programs from 2006-2007 follows:

- **Philadelphia Reads** — The second grade classes participate in the *Philadelphia Inquirer's* Philadelphia Reads programs. Every Monday after lunch, students go to the *Inquirer* offices, where they are paired with a reading coach for one-on-one reading instruction. Not only does it provide assistance in developing the students' reading skills, but it also provides students with a link to the outside community and gives them exposure to the workplace.
- **Field Trips** — Teachers in all grades put much effort into organizing field trips to complement the school curriculum, to expose students to new experiences, and to provide students with real-life applications to their studies. In 2006-2007, some of the places that students visited included: Junior Achievement's Exchange City, Academy of Natural Sciences, Kimmel Center, Keswick Theatre, New Jersey State Aquarium, Philadelphia Zoo, Black Heritage Festival, Underground Railroad Museum, Eastern State Penitentiary, Steve's Bug Off, the Franklin Institute, United States Mint, National Constitution Center, Please Touch Museum, etc.
- **Monthly Celebrations** — From Black History Month to the holidays, teachers in most grades plan extensive, inter-disciplinary activities around nationally celebrated topics. In 2006-2007, PFPCS classrooms again participated heavily in Black History Month, which incorporated history, the arts, reading and writing, public speaking, etc. both in the classrooms and in many field trips related to black history.

Rigorous Instructional Program - Attachments

- PFPCS Entrepreneurship Programming 2006-2007
- PFPCS Professional Development Approval Letter
- PFPCS Induction Plan Approval Letter

English Language Learners

During the 2006-2007 school year, PFPCS served no English Language Learner (formerly LEP) students. Furthermore, PFPCS does not have any known ELL students enrolled for the 2007-2008 school year. Therefore, no ELL accommodations or special plans were necessary. However, the school does have a procedure in place to identify and place students for whom English is not their first language.

Students who have been accepted into the school will be assessed to determine their levels of English proficiency and language backgrounds prior to the beginning of their first year in the school. Parents will be interviewed prior to the start of school about each child's educational background, language proficiency, and history. Interviews will be conducted in the parent's native language. Students deemed to have limited English proficiency will be assessed using an approved test of English language skills to determine their status as a student needing special assistance with English.

The staff will be responsible for identifying any needs for second-language materials or additional personnel for their LEP students. Recommendations for purchases or additional personnel will be presented to the Board, who will be responsible for authorizing those purchases. Students

with Limited English Proficiency will not be excluded from curricular or extra-curricular activities in school because of an inability to speak and/or understand the language of instruction. LEP students will not be assigned to classes for students with disabilities unless they qualify under the Individuals with Disabilities Education Improvement Act.

English Language Learners - Attachment

- PFPCS ELL Report

Graduation Requirements

PFPCS is a K-8 charter school, and, as such, this section is not applicable.

Special Education

PFPCS provides a first class special education program for students with special needs. In 2006-2007, PFPCS served 119 special education students, representing 21.9% of our student population.

PFPCS employs two main models for educating students with special needs: resource room and learning support. Students are placed in the Least Restrictive Environment based on their Individualized Education Program (IEP).

- **Resource Room** — The Resource Room program is designed to provide academic support to students who demonstrate special learning needs. Both push-in and pull-out services are provided. Push-in support occurs when the Special Education Teacher works in a regular education classroom, co-teaching with the regular education teacher. Assistance is provided to any child who may need help successfully meeting the goals of the lesson. Pull-out services are delivered to small groups in the Resource Room setting. Instruction is individualized to meet the needs of each student.
- **Learning Support Classes:** These classes are dedicated special education classes that are full-time “adapted” classes based on the “regular education” model. These are smaller classes (10 students typically) in which special education students are taught by a special education teacher for most of the day but join their peers for electives/specials, homeroom, and lunch.

Special Education - Attachment

- PFPCS Special Education Policies and Procedures

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Jasmine Mazzola	1.0	Resource Room	PFPCS	27	NA
Joanne Gleeson	1.0	Resource Room	PFPCS	22	NA
Jenny Hoffsmith	1.0	Resource Room	PFPCS	18	NA
Nicole Devlin	1.0	Resource Room	PFPCS	20	NA
Susan Marschner	1.0	Full-time Learning Support	PFPCS	10	NA
Stephanie Ruckel	1.0	Full-time	PFPCS	10	NA

		Learning Support			
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Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
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Special Education Program Profile - Chart III

Title	Location	FTE
Colleen Duff, Teaching Assistant	PFPCS	1.0
Lisa Redante, Special Education Coordinator	PFPCS	0.4

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Pediatric Therapeutic Services	Speech Therapy	36 hours
Pediatric Therapeutic Services	Occupational Therapy	7 hours
B.E.T.A. One, Inc.	Psychological Services	7 hours

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA & PASA Math & Reading	No	No	No	Yes	Yes	Yes
PSSA Writing	No	No	No	No	No	Yes
Terra Nova Math	No	Yes	Yes	Yes	Yes	Yes
Terra Nova Reading	No	Yes	Yes	Yes	Yes	Yes
Terra Nova Language Use	No	Yes	Yes	Yes	Yes	Yes
Terra Nova Vocabulary	No	Yes	Yes	No	No	No
Terra Nova Word Analysis	No	Yes	Yes	No	No	No
Terra Nova Science	No	No	Yes	Yes	Yes	Yes
PSSA Science Field Test	No	No	No	No	Yes	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA & PASA Math & Reading	Yes	Yes	Yes	No	No	No	No
PSSA Writing	No	No	Yes	No	No	No	No
PSSA Science Field Test	No	No	Yes	No	No	No	No
Terra Nova Math, Reading, Language Use, and Science	Yes	Yes	Yes	No	No	No	No

Student Assessment

During the 2006-07 school year, People for People Charter School tested all students in grades 1 through 8 in math and reading. The Charter School again mirrored the School District of Philadelphia's testing protocol. PFPCS assessed students in grades 1 and 2 in the spring of 2007, in Language Use, Reading, Vocabulary, Word Analysis, Mathematics and Science (grade 2 only) using the Terra Nova tests. The Terra Nova tests in those subjects (Language Use, Reading, Mathematics and Science) were administered to students in grades 3 through 8 in the fall of 2006. The Terra Nova tests were not used as end of year assessments for students in the older grades (3 through 8). The state PSSA tests in Reading and Mathematics were the only standardized tests given to students in those grades in the spring of 2007. The younger students in the school (grades 1 and 2, but not Kindergarten), therefore, have one set of standardized test scores (spring Terra Novas), while the older students (grades 3 through 8) have two sets of standardized test scores (fall Terra Novas and spring PSSAs). Students in grades 5 and 8 were administered the PSSA state tests in Writing in the spring, as well.

In reviewing the assessments administered (See Above), please note that kindergarten students were not administered the Terra Nova or PSSA tests during the 2006-07 school year. Note also that, on the Terra Nova, special education students were tested at their instructional level, as indicated by their IEP, and not at their "regular" grade level. This was also the case in previous years at PFPCS, and is standard practice in most elementary schools. The PSSA was administered to the special education students on their standard grade level, however, in accordance with state policy.

The unofficial PSSA results for PFPCS were made available July 13, 2007. For the first time, students in all tested grades, 3 through 8, were used in calculating the school's overall PSSA scores, and for determining whether the school made Annual Yearly Progress under the federal No Child Left Behind law. The unofficial PSSA and AYP results for grades 3 through 8 in Reading and Math are attached along with the PSSA Writing scores for Grades 5 and 8.

Terra Nova test data for fall 2007 (grades 3 through 8) is also attached to this report. By the date of this report, no Terra Nova data were available from grades 1 or 2. Terra Nova test results from the spring of 2007 for grades 1 and 2 will be submitted as an addendum to this report when they become available.

a.) Using the most recent PSSA/PASA data, any locally developed tests and other data that reflects improved academic performance, describe how the evidence indicates significant improvement or continued strong student performance.

People for People Charter School made a number of improvements to its educational program this year (2006-2007), enabling the school to make Annual Yearly Progress for the second year in a row, and the third time in its history. This achievement was particularly impressive, as it was the first year that the scores of all tested grades (3 through 8) were used to calculate AYP. The following table provides the school's preliminary official AYP results from the Pennsylvania Department of Education.

PFPCS Preliminary AYP results, School Years 2002-03 to 2006-07

Title I	Met AYP	2003 Status	2004 Status	2005 Status	2006 Status	2007 Status
SW	(2007) Y *PPI	<i>Warning</i>	Made AYP	<i>Warning</i>	Made AYP	Made AYP

The aim of the current federal No Child Left Behind legislation is that all public school students perform at "grade level" by 2014 in reading and math. Those schools that are on target to meet

the goal of 100% student proficiency are said to be making Annual Yearly Progress. The academic performance targets for 2006-07 were 45% student proficiency (i.e., on grade level or above) in Mathematics and 54% student proficiency in Reading, as determined by performance on PSSA exams from the spring of 2007. These exams were created to assess students' mastery of Pennsylvania Academic Standards in Reading and Mathematics. Schools can make AYP in a number of ways, and not only by having a straight percentage of students make the academic targets set for that year. These include *confidence intervals*, *safe harbor*, which is a reduction of students performing below grade level, the *Pennsylvania Performance Index (PPI)*, which is a system for giving credit for improvement of student test scores at any level, and various combinations of those methods. The school must make AYP not only as a whole group, but in any major subgroup that contains 40 or more students. For example, if there are more than 40 African American students in grades 3 to 8, 45% of those students must score proficient in Mathematics in order to make AYP. If even one of those categories does not qualify for AYP in either Math or Reading in a given year, the entire school is determined to have not made AYP for that year. The following table shows the methods by which PFPCS made AYP in each category in 2007.

PFPCS NCLB AYP Determinations (Based on Grades 3 through 8, PSSA), 2006-07

Math	Math	Math	Math	Reading	Reading	Reading	Reading	Participation	Attendance
All	Black	IEP	Econ Dis	All	Black	IEP	Econ Dis		
YES (CI)	YES (CI)	YES (SH*CI)	YES (CI)	YES (SH*CI)	YES (SH*CI)	YES (PPI)	YES (SH)	YES	YES

NOTE: SH=Safe Harbor; CI=Confidence Interval; SH*CI=Safe Harbor with Confidence Interval; PPI= Pennsylvania Performance Index

The table above shows that PFPCS made AYP during 2006-07 through a combination of confidence intervals, safe harbor, safe harbor with confidence intervals, and the Pennsylvania Performance Index (PPI). Participation in Mathematics and Reading PSSA tests was 99 to 100% for all test categories, well exceeding the 95% test participation rate required to make AYP. The average daily attendance rate was 95% for 2006, well above the 90% required to make AYP. Official preliminary proficiency results for the qualifying categories are provided in the table below.

Math Thresholds

School Name	All	Black	IEP	ELL	Econ	Met
PEOPLE FOR PEOPLE CS	44.2 ^{CI}	44.3 ^{CI}	16.2 ^A	*	42.6 ^{CI}	N

Reading Thresholds

School Name	All	Black	IEP	ELL	Econ	Met
PEOPLE FOR PEOPLE CS	37.9	38.4	10.7 ^A	*	37.1	N

The table above shows that 44.2% of all tested PFPCS students were proficient or advanced in Math in 2007, 44.3% of Black students were proficient or advanced in math, 16.2% of special education students with IEPs (not gifted) were proficient or advanced in math, and 42.6% of Economically Disadvantaged students were proficient or advanced in Math. The table also shows that 37.9% of all tested PFPCS students were proficient or advanced in Reading, 38.4% of Black students were proficient or advanced in Reading, 16.2% of special education students with IEPs (not gifted) were proficient or advanced in Reading, and 37.1% of Economically Disadvantaged students were proficient or advanced in Reading. The results show that the PFPCS students did

worse on the PSSA Reading exams than on the PSSA Math exams in every category. Math performances in three categories, however, were very close to the 45% proficiency targets needed to make AYP (all students, black students, and economically disadvantaged students). The N under "Met" in the Math table indicates that the school did not make AYP by straight calculation of proficiency or with confidence intervals for IEP students. The N under Met in Reading indicates that none of the categories made the AYP threshold of 54% by either straight calculation or straight calculation with confidence intervals.

The tables immediately following will provide the overall PSSA scores of students in the charter school, grades 3 through 8, from the spring 2007 test. They will also provide the scores of students by grade, including the percentage of students who scores below basic, basic, proficient and advanced in Reading and Math. Changes in proficiency levels from 2006 to 2007 overall and for each grade will be provided, as well.

When looking at proficiency scores and Annual Yearly Progress, it is important to understand that when a student scores "proficient", they are essentially performing at the expected level for their grade group. Expectations for the grades are stated explicitly in the Pennsylvania Academic Standards for each subject. If a student scores "advanced", they are performing at least one grade above their current grade level. If a student scores "basic", they are performing 1 to 2 levels below their grade level. If they score "below basic", they are performing three or more levels below their grade level.

PFPCS MATH PSSA RESULTS, ALL GRADES 3 to 8, 2007

Math Perf Lvl	Math N of ALL	Math % of ALL	Math N of BLACK	Math % of BLACK	Math N of IEP	Math % of IEP	Math N of Econ	Math % of Econ
Below Basic	89	27.7%	84	27.2%	41	60.3%	65	26.9%
Basic	90	28.0%	88	28.5%	18	26.5%	73	30.2%
Proficient	105	32.7%	101	32.7%	7	10.3%	77	31.8%
Advanced	37	11.5%	36	11.7%	2	2.9%	27	11.2%
TOT/ Prf&Adv	321	44.2%	309	44.3%	68	13.2%	242	43.0%

PFPCS READING PSSA RESULTS, ALL GRADES 3 to 8, 2007

Reading Perf Lvl	Reading N of ALL	Reading % of ALL	Reading N of BLACK	Reading % of BLACK	Reading N of IEP	Reading % of IEP	Reading N of Econ	Reading % of Econ
Below Basic	114	35.4%	108	34.8%	41	59.4%	89	36.6%
Basic	86	26.7%	83	26.8%	22	31.9%	63	25.9%
Proficient	100	31.1%	97	31.3%	6	8.7%	76	31.3%
Advanced	22	6.8%	22	7.1%	0	0.0%	15	6.2%
TOT/ Prf&Adv	322	37.9%	310	38.4%	69	8.7%	243	37.4%

The tables above show that PFPCS students in general had more students performing at higher levels in Reading than in Math, with nearly 12% of students performing at the Advanced level in Math, versus nearly 7% performing at that level in Reading. Just over a third of all tested students scored at the Below Basic level in Reading, and just over a quarter scored at the Below Basic level in Math. Nearly 19% of the students tested were receiving special education services, which is well above the national average of 6 to 10%.

The next six tables show the PSSA math results for grades 3 through 8. The tables show that students in grades 4 and 8 had the lowest overall proficiency levels (34.7% and 32.7%,

respectively), and students in grades 3 and 6 had the highest overall proficiency levels (58.9% and 49.1%, respectively).

PFPCS MATH PSSA RESULTS, GRADE 3, 2007

Math Perf Lvl	Math N of Math % of		Math N of Math % of		Math N of Math % of		Math N of Math % of	
	ALL	ALL	AFAM	AFAM	IEP	IEP	Econ	Econ
Below Basic	8	14.3%	8	15.1%	4	36.4%	7	14.3%
Basic	15	26.8%	15	28.3%	7	63.6%	14	28.6%
Proficient	22	39.3%	19	35.8%	0	0.0%	18	36.7%
Advanced	11	19.6%	11	20.8%	0	0.0%	10	20.4%
TOT/Prf&Adv	56	58.9%	53	56.6%	11	0.0%	49	57.1%

PFPCS MATH PSSA RESULTS, GRADE 4, 2007

Math Perf Lvl	Math N of Math % of							
	ALL	ALL	AFAM	AFAM	IEP	IEP	Econ	Econ
Below Basic	24	49.0%	21	48.8%	7	77.8%	22	52.4%
Basic	8	16.3%	6	14.0%	0	0.0%	7	16.7%
Proficient	14	28.6%	13	30.2%	1	11.1%	11	26.2%
Advanced	3	6.1%	3	7.0%	1	11.1%	2	4.8%
TOT/Prf&Adv	49	34.7%	43	37.2%	9	22.2%	42	31.0%

PFPCS MATH PSSA RESULTS, GRADE 5, 2007

Math Perf Lvl	Math N of Math % of		Math N of Math % of		Math N of Math % of		Math N of Math % of	
	ALL	ALL	AFAM	AFAM	IEP	IEP	Econ	Econ
Below Basic	14	25.0%	13	24.1%	3	75.0%	11	25.6%
Basic	16	28.6%	16	29.6%	1	25.0%	13	30.2%
Proficient	22	39.3%	22	40.7%	0	0.0%	16	37.2%
Advanced	4	7.1%	3	5.6%	0	0.0%	3	7.0%
TOT/Prf&Adv	56	46.4%	54	46.3%	4	0.0%	43	44.2%

PFPCS MATH PSSA RESULTS, GRADE 6, 2007

Math Perf Lvl	Math N of Math % of							
	ALL	ALL	AFAM	AFAM	IEP	IEP	Econ	Econ
Below Basic	9	16.4%	9	16.4%	5	35.7%	7	15.9%
Basic	19	34.5%	19	34.5%	4	28.6%	16	36.4%
Proficient	20	36.4%	20	36.4%	4	28.6%	16	36.4%
Advanced	7	12.7%	7	12.7%	1	7.1%	5	11.4%
TOT/Prf&Adv	55	49.1%	55	49.1%	14	35.7%	44	47.7%

PFPCS MATH PSSA RESULTS, GRADE 7, 2007

Math Perf Lvl	Math N of Math % of							
	ALL	ALL	AFAM	AFAM	IEP	IEP	Econ	Econ
Below Basic	16	32.0%	16	32.0%	14	82.4%	11	34.4%
Basic	13	26.0%	13	26.0%	3	17.6%	10	31.3%

Proficient	12	24.0%	12	24.0%	0	0.0%	6	18.8%
Advanced	9	18.0%	9	18.0%	0	0.0%	5	15.6%
TOT/Prf&Adv	50	42.0%	50	42.0%	17	0.0%	32	34.4%

PFPCS MATH PSSA RESULTS, GRADE 8, 2007

Math Perf Lvl	Math N of Math % of							
	ALL	ALL	AFAM	AFAM	IEP	IEP	Econ	Econ
Below Basic	18	32.7%	17	31.5%	8	61.5%	7	21.9%
Basic	19	34.5%	19	35.2%	3	23.1%	13	40.6%
Proficient	15	27.3%	15	27.8%	2	15.4%	10	31.3%
Advanced	3	5.5%	3	5.6%	0	0.0%	2	6.3%
TOT/Prf&Adv	55	32.7%	54	33.3%	13	15.4%	32	37.5%

The following tables show the PSSA performance of the PFPCS students in Reading in grades 3 through 8 in 2007. The results show that the students in grades 3 and 8 performed the best overall, with 53.6% and 50.9% scoring proficient, respectively. Students in some grades, however scored particularly poorly. Fourth graders scored only 28.6% proficient in Reading, with none at the advanced level and over half (57.1%) scoring Below Basic. Likewise, only about one-quarter of students in grades 5 and 7 were proficient in Reading (28.1% and 28.0%, respectively). The relatively large percentage of special needs students in 7th grade (34%) definitely contributed to the overall low performance of the 7th grade class. The 7th grade also had the highest percentage of students scoring at the Advanced level (10%).

PFPCS READING PSSA RESULTS, GRADE 3, 2007

Reading Perf Lvl	Reading							
	Reading N of ALL	Reading % of ALL	Reading N of AFAM	Reading % of AFAM	Reading N of IEP	Reading % of IEP	Reading N of Econ	Reading % of Econ
Below Basic	16	28.6%	15	28.3%	6	54.5%	16	32.7%
Basic	10	17.9%	9	17.0%	4	36.4%	6	12.2%
Proficient	25	44.6%	24	45.3%	1	9.1%	22	44.9%
Advanced	5	8.9%	5	9.4%	0	0.0%	5	10.2%
TOT/Prf&Adv	56	53.6%	53	54.7%	11	9.1%	49	55.1%

PFPCS READING PSSA RESULTS, GRADE 4, 2007

Reading Perf Lvl	Reading							
	Reading N of ALL	Reading % of ALL	Reading N of AFAM	Reading % of AFAM	Reading N of IEP	Reading % of IEP	Reading N of Econ	Reading % of Econ
Below Basic	28	57.1%	25	58.1%	5	55.6%	24	57.1%
Basic	7	14.3%	5	11.6%	3	33.3%	6	14.3%
Proficient	14	28.6%	13	30.2%	1	11.1%	12	28.6%
Advanced	0	0.0%	0	0.0%	0	0.0%	0	0.0%
TOT/Prf&Adv	49	28.6%	43	30.2%	9	11.1%	42	28.6%

PFPCS READING PSSA RESULTS, GRADE 5, 2007

Reading Perf Lvl	Reading							
	Reading N of ALL	Reading % of ALL	Reading N of AFAM	Reading % of AFAM	Reading N of IEP	Reading % of IEP	Reading N of Econ	Reading % of Econ
Below Basic	23	40.4%	22	40.0%	3	60.0%	19	43.2%

Basic	18	31.6%	18	32.7%	2	40.0%	14	31.8%
Proficient	13	22.8%	12	21.8%	0	0.0%	10	22.7%
Advanced	3	5.3%	3	5.5%	0	0.0%	1	2.3%
TOT/Prf&Adv	57	28.1%	55	27.3%	5	0.0%	44	25.0%

PFPCS READING PSSA RESULTS, GRADE 6, 2007

Reading Perf Lvl	Reading							
	Reading NReading of ALL	Reading NReading % of ALL	Reading NReading of AFAM	Reading NReading % of AFAM	Reading NReading of IEP	Reading NReading % of IEP	Reading NReading of Econ	Reading NReading % of Econ
Below Basic	10	18.2%	10	18.2%	4	28.6%	9	20.5%
Basic	25	45.5%	25	45.5%	7	50.0%	19	43.2%
Proficient	16	29.1%	16	29.1%	3	21.4%	13	29.5%
Advanced	4	7.3%	4	7.3%	0	0.0%	3	6.8%
TOT/Prf&Adv	55	36.4%	55	36.4%	14	21.4%	44	36.4%

PFPCS READING PSSA RESULTS, GRADE 7, 2007

Reading Perf Lvl	Reading							
	Reading NReading of ALL	Reading NReading % of ALL	Reading NReading of AFAM	Reading NReading % of AFAM	Reading NReading of IEP	Reading NReading % of IEP	Reading NReading of Econ	Reading NReading % of Econ
Below Basic	24	48.0%	24	48.0%	14	82.4%	15	46.9%
Basic	12	24.0%	12	24.0%	3	17.6%	8	25.0%
Proficient	9	18.0%	9	18.0%	0	0.0%	5	15.6%
Advanced	5	10.0%	5	10.0%	0	0.0%	4	12.5%
TOT/Prf&Adv	50	28.0%	50	28.0%	17	0.0%	32	28.1%

PFPCS READING PSSA RESULTS, GRADE 8, 2007

Reading Perf Lvl	Reading							
	Reading NReading of ALL	Reading NReading % of ALL	Reading NReading of AFAM	Reading NReading % of AFAM	Reading NReading of IEP	Reading NReading % of IEP	Reading NReading of Econ	Reading NReading % of Econ
Below Basic	13	23.6%	12	22.2%	9	69.2%	6	18.8%
Basic	14	25.5%	14	25.9%	3	23.1%	10	31.3%
Proficient	23	41.8%	23	42.6%	1	7.7%	14	43.8%
Advanced	5	9.1%	5	9.3%	0	0.0%	2	6.3%
TOT/Prf&Adv	55	50.9%	54	51.9%	13	7.7%	32	50.0%

The next set of tables show the changes in PSSA proficiency levels of PFPCS students from 2006 to 2007 in Math and Reading. The tables show that the overall proficiency of students in 2006 and 2007 in Math remained relatively the same (44.5% and 44.2%, respectively). The students were slightly more proficient in Reading in 2007 than in 2006 (37.9% vs. 32.9%).

PFPCS MATH PSSA, Percentage of Students Scoring Proficient or Advanced: School Years 2005-06 to 2006-07

Math			
	2006	2007	Difference 2006-2007
	% Prof Adv	% Prof Adv	

Grade 3	61.0	58.9	-2.1
Grade 4	50.9	34.7	-16.2
Grade 5	53.9	46.4	-7.5
Grade 6	28.1	49.1	21.0
Grade 7	20.8	42.0	21.2
Grade 8	12.8	32.7	19.9
ALL GRADES	44.5	44.2	-0.3

PFPCS READING PSSA, Percentage of Students Scoring Proficient or Advanced: School Years 2005-06 to 2006-07

Reading			
	2006	2007	Difference 2006-2007
	% Prof Adv	% Prof Adv	
Grade 3	38.9	53.6	14.7
Grade 4	38.6	28.6	-10.0
Grade 5	38.1	28.1	-10.0
Grade 6	24.5	38.4	13.9
Grade 7	47.2	28.0	-19.2
Grade 8	17.0	50.9	33.9
ALL GRADES	32.9	37.9	5.0

PSSA WRITING SCORES

The PSSA Writing test was administered to 5th and 8th graders at PFPCS in the spring of 2007. Results of these tests are provided in the tables below. The tables show that nearly half of the 5th graders in 2007 scored at the proficient level in writing (43.9%). None of the special education-receiving 5th graders scored proficient on the PSSA Writing test. A larger percentage of the PFPCS 8th grades scored proficient in Writing, with 77.8% scoring proficient or above. Fifty percent (50%) of the special education students in 8th grade scored proficient in Writing. None of the PFPCS students scored Below Basic in Writing in 5th or 8th grade.

PEOPLE FOR PEOPLE CS WRITING PSSA 2007 - GRADE 5

Writing Perf Lvl	Writing ALL		Writing AFAM		Writing IE/IEP		Writing Econ	
	N of	% of	N of	% of	N of	% of	N of	% of
Below Basic	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Basic	32	56.1%	31	56.4%	5	100.0%	25	56.8%
Proficient	24	42.1%	23	41.8%	0	0.0%	19	43.2%

Advanced	1	1.8%	1	1.8%	0	0.0%	0	0.0%
Proficient and Advanced	57	43.9%	55	43.6%	5	0.0%	44	43.2%

PEOPLE FOR PEOPLE CS WRITING PSSA 2007 - GRADE 8

Writing Perf Lvl	Writing ALL		Writing AFAM		Writing IEPIEP		Writing Econ	
	N of	% of	N of	% of	N of	% of	N of	% of
Below Basic	0	0.0%	0	0.0%	0	0.0%		0.0%
Basic	12	22.2%	12	22.6%	6	50.0%	4	12.9%
Proficient	39	72.2%	38	71.7%	6	50.0%	25	80.6%
Advanced	3	5.6%	3	5.7%	0	0.0%	2	6.5%
Proficient and Advanced	54	77.8%	53	77.4%	12	50.0%	31	87.1%

The following table shows two years of student proficiency scores for 5th and 8th graders at PFPCS. Looking across two years, from 2006 to 2007, the overall proficiency of the fifth graders went down from 2006 to 2007 (58.5% to 43.9%), and the overall proficiency of the eighth graders went up from 2006 to 2007 (54.1% to 77.8%).

PSSA Writing Two Years 2006 to 2007- All Students

Grades	Percent Proficient and Advanced		
	2006	2007	Change 06 to 07
Grade 5	58.5	43.9	-14.6
Grade 8	54.1	77.8	23.7

The Writing PSSA test provides some insight into how students in the school are doing in particular subareas of writing, particularly in composition and revising and editing. As the following table and chart show, the fifth graders and eighth graders at PFPCS performed similarly in each of the measured subareas of composing and revising and editing. In composition, the 5th graders answered an average of 64.0% of the items correct, while the 8th graders answered an average of 69.3% of the items correct. In revising and editing, the 5th and 8th graders answered on average a nearly identical percentage of items correct- 61.0% vs. 60.8%.

Fifth and Eighth Grade Writing Subscores 2007, Average Percent Correct of All Items

SubArea	Grade 5	Grade 8
Composition	64.0%	69.3%
Revise and Edit	61.0%	60.8%

Terra Nova Scores (Local Testing Scores)

The Terra Nova tests were administered to third through eighth graders in the fall of 2006, and to first and second graders in the spring of 2007. The fall test administration for the upper grades provides some insight into the improvement that the students made over the previous academic year (e.g., from fall 2005 to fall 2006, referring to the 2005-06 school year). The spring tests of the first and second graders provide some insight into the improvements made over the current academic year (e.g., the 2006-07 school year). The Terra Nova test scores for grades 1 and 2 were not available by the time of the writing of this annual report. They will be submitted as an addendum to this report when they become available. The following discussion will therefore pertain to the fall 2006 test scores for grades 3, 4, 5, 6, 7, and 8.

Unlike the PSSA tests, the Terra Nova tests administered to students in the fall are given to students at their “teachable” grade level, and not at their overall grade level. Special education

students, therefore, are sometimes tested at a different grade level from their overall grade level. The tables show regular education and then special education students' test scores by grade in Reading, Language Arts, Mathematics, and Science, first as National Percentiles, then as Normal Curve Equivalents (NCEs). The next set of tables shows the percentage of students in grades 3 to 8 who scored at equivalent levels of the PSSA in Reading and Math on the fall Terra Novas in 2006 (e.g., Below Basic, Below Basic, Proficient, Advanced).

The tables show that overall, regular education students performed better on the Terra Nova Language Arts tests (average 41st percentile) than on the Reading tests (average 37th percentile), the Math tests (average 35th percentile) and the Science tests (average 26th percentile). This means that, compared to their peers nationwide, the PFPCS students on average performed better than 37 percent of their peers nationwide in Reading, better than 41 percent of their peers nationwide in Language Arts, better than 35% of their peers nationwide in Mathematics, and better than 26% of their peers nationwide in Science. As expected, the regular education students performed far better than their peers in all subjects. The fairly low scores in Science, particularly at the 4th and 7th grade level will merit some attention, as the new PSSA Science test is scheduled to be administered next year in the spring of 2008.

People for People Charter School Terra Nova Test Results, Average National Percentiles, Fall 2006, Regular Education Students, in Reading, Language Arts, Mathematics, and Science

	number of students	Reading NP	Language Arts NP	Mathematics NP	Science NP
3 rd Grade	56	38	43	27	23
4 th Grade	58	32	29	26	21
5 th Grade	61	35	44	42	31
6 th Grade	51	46	45	39	33
7 th Grade	40	42	49	48	24
8 th Grade	47	33	40	35	25
All Grades	313	37	41	35	26

People for People Charter School Terra Nova Test Results, Average NCE Scores, Fall 2006, Regular Education Students, in Reading, Language Arts, Mathematics, and Science

	number of students	Reading NCE	Language Arts NCE	Mathematics NCE	Science NCE
3 rd Grade	56	43.8	46.1	37.1	34.3
4 th Grade	58	39.9	38.1	36.2	32.8
5 th Grade	61	41.8	46.8	45.7	39.8
6 th Grade	51	47.9	47.3	44.2	41.0
7 th Grade	40	45.5	49.4	49.2	35.3
8 th Grade	47	40.6	44.6	41.7	36.0
All Grades	313	43.3	45.4	42.4	36.5

People for People Charter School Terra Nova Test Results, Average National Percentiles, Fall 2006, Special Education Students, in Reading, Language Arts, Mathematics, and Science

	number of students	Reading NP	Language Arts NP	Mathematics NP	Science NP
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3 rd Grade	5	27	14	7	16
4 th Grade	2	8	10	10	18
5 th Grade	2	6	8	14	8
6 th Grade	11	9	8	7	9
7 th Grade	18	11	11	7	8
8 th Grade	11	13	9	8	14
All Grades	49	11	9	8	11

People for People Charter School Terra Nova Test Results, Average NCE Scores, Fall 2006, Special Education Students, in Reading, Language Arts, Mathematics, and Science

	number of students	Reading NCE	Language Arts NCE	Mathematics NCE	Science NCE
3 rd Grade	5	37.4	27.4	19.6	29.4
4 th Grade	2	21.0	23.0	23.0	30.5
5 th Grade	2	17.5	20.0	27.0	20.5
6 th Grade	11	21.3	20.6	19.5	21.9
7 th Grade	18	23.8	24.1	18.8	20.9
8 th Grade	11	26.4	21.6	20.7	27.3
All Grades	49	24.6	22.8	21.4	25.1

The following two tables show the percentages of students who performed on the fall 2006 Terra Nova Math and Reading tests at or above the equivalent of proficient level on the PSSA tests. This provides some insight into how the students might do on the PSSA test if they had taken them at the time they took the Terra Nova for that grade (e.g., fall 2006). The tables indicate that the students made considerable progress based on their approximate PSSA scores from the beginning to the end of the year in both Math and Reading. For example, approximately 36% of students were estimated to be proficient in Math in the fall of 2006 based on their Terra Nova scores, and by the spring 44.2% of the students were proficient on the PSSA in Math (an 8.2% increase). The students made even more progress in Reading, overall. The fall Terra Nova tests estimated that approximately 18% of the students were proficient, however, by the spring 37.9% were proficient (a 19.9% increase). The 3rd graders made the most progress in both Reading and Math from the fall of 2006 to the spring of 2007.

PFPCS Terra Nova Fall 2006 Math, Grades 3-8, Approximate PSSA Proficiency Levels

GRADE	Math	
	Percent Basic or Below Basic	Percent Proficient and Advanced
3 rd Grade	100	0
4 th Grade	65	35
5 th Grade	60	40
6 th Grade	63	27
7 th Grade	49	51
8 th Grade	46	54
All Grades	64	36

PFPCS Terra Nova Fall 2006 Reading, Grades 3-8, Approximate PSSA Proficiency Levels

GRADE	Reading	Reading
	Percent Basic or Below Basic	Percent Proficient and Advanced
3 rd Grade	100	0
4 th Grade	80	20
5 th Grade	80	20
6 th Grade	79	21
7 th Grade	78	22
8 th Grade	70	30
All Grades	82	18

How these results influence development of new or revised annual measurable goals and targets.

The People for People Charter School has now made Adequate Yearly Progress two years in a row, indicating that our strategies of improving our curriculum, focusing more time on teacher training, increasing support and resources for our many special education students, increasing teacher feedback through ongoing assessment, and providing extra assistance to students in the after-school program are working. We will continue to focus on the annual measurable goals provided in our charter renewal package in 2005. We will be particularly mindful of the fact that our reading scores overall this year were well below the 2008 target of 65% proficiency. We will also work toward improving our math scores, so that our students meet and surpass the 2008 target of 54% proficiency in math.

If locally developed tests are used, discuss how they are used and what impact they have on the curriculum, student improvement, and decision making.

Beginning in the 2005-06 school year, PFPCS began to focus on improving the quality of literacy instruction across the school. The school developed a partnership with a nationally renowned resource for early literacy development—The Children’s Literacy Initiative. The school trained all of our teachers and support staff in the early grades (k-3), made substantial investments in new reading materials, and reoriented our K-3 classrooms toward the promotion of reading and writing. These activities were implemented too late in the year in order to influence the PSSA scores, but their impact began to show in the Reading PSSA scores. The school uses the Dibels reading tests in grades K-2 in order to ensure that students are making sufficient progress in reading in the early grades. The school uses the results from the Terra Nova Reading, Language Use, Mathematics, and Science assessments conducted in the fall to identify students who need extra assistance, such as tutoring help. These students are assigned to tutoring and computer learning support in the after school program, and are provided extra assistance by their teachers and, if appropriate, the special education staff.

Please describe features of the student achievement plan and note the usage of teacher observations, surveys, portfolios or other local instruments to measure student progress.

The school does not use surveys or portfolios to make planning decisions for student academic improvement. The school has engaged Children’s Literacy Initiative to conduct formal observations of teachers in grades K-2 and work with the teachers as coaches to improve their teaching of reading and writing. The school also uses DIBELS to assess students’ reading levels regularly throughout the year in grades K-2. Students’ progress is monitored regularly throughout the year through locally developed assessments developed by PFPCS teachers. Students who are determined not to be making sufficient progress by their teachers, as noted in their report cards, are recommended for additional support to the school’s Director of Operations. The

school's Director of Operations then develops an appropriate course of improvement for the student, in consultation with the child's teacher, and, if necessary, with their parent.

b.) Describe the strategies and interventions that are in place to ensure that students who are at-risk of failure, or those not making reasonable progress, are being addressed. What opportunities are they afforded in order to help them succeed? Provide clear evidence that demonstrates how those strategies are proving to be effective in terms of improved academic performance.

Students who are at-risk of failure are identified by their teachers at the beginning of each school year and during each 6 week marking period based on their academic performance and performance on past reading and mathematics standardized tests. When the Terra Nova scores from the fall were received (in December), the scores were used to assign the lowest performing students to academic support sessions in the school's 21st Century Community Learning Center after school program. In the 21st Century Center, students received tutoring and computer-assisted learning support and participated in the 100 Book Challenge.

Students in grades K-2 are further identified through the presence of very low DIBELS reading scores. Students with persistent academic achievement problems are referred to the Special Education Coordinator, who conducts a preliminary evaluation to determine whether the students should be considered for special education services. The effectiveness of extra coaching and tutoring from the school's CLI coaches and assignment to the after school program in raising the academic performance of our students at-risk for failure was confirmed by our achieving our AYP targets for the second year in a row.

Additionally, the PFPCS daily and weekly schedules were restructured in 2006-2007 to allow for daily common planning time for special education teachers in grades 4-8 and common planning time three to four times per week for special education teachers in grades K-3. This common planning time allowed for teachers to share ideas and plan supports for students who were not making reasonable progress. Grade-level teachers also made use of shared lunch periods to frequently conduct grade-level planning for the same purpose.

Student Assessment - Attachments

- PFPCS Student Achievement Graphs 2006-2007
- PFPCS PSSA Writing Aggregate Data 2006-2007
- PFPCS AYP File 2006-2007
- PFPCS Terra Nova Data 2006-2007

Teacher Evaluation

a.) List the main features of the school's teacher evaluation plan.

The PFPCS teacher evaluation process includes both formal and informal observations.

Formal Teacher Observations — PFPCS has developed observation forms based on the Commonwealth of Pennsylvania Department of Education's forms: PDE 426, PDE 427, and PDE 428 respectively. The forms cover the following categories of performance:

- Planning and Preparation
- Classroom Environment
- Instructional Delivery
- Professionalism

In 2006-2007, teachers (including special education teachers) were evaluated once using the forms above. The evaluations took place in spring 2007. The focus of the observation is on involving all students; monitoring and adjusting the students; teaching to the objective; organizing the classroom to promote literacy; selecting an objective at the appropriate level of instruction for students; providing success and plenty of practice opportunities for students; following the lesson plan design, etc. Each observation had a pre-conference, (meeting between observer and teacher to talk about lesson plan), observation, and post-conference (meeting between observer and teacher to discuss the results of the observation). If a teacher did not receive a satisfactory rating, they were given a corrective plan.

Informal Teacher Observations — These more frequent observations consist of a walk-through or unannounced classroom visits. On average, each teacher received five informal observations throughout the 2006-2007 school year.

b.) List entities/individuals who are responsible for teacher and staff evaluation.

In May 2006, the school appointed Andre Williams, formerly of the School District of Philadelphia, as its Director of Operations. Because Mr. Williams is not a certified school principal, PFPCS engaged the services of a contracted professional to evaluate the teacher and staff. Ms. Tamika Michelle Evans, supported by Mr. Williams and the Special Education Coordinator, was responsible for all instructional staff evaluations.

c.) Describe professional development for the evaluators, particularly in the areas of Special Education and instructional techniques that are unique to the mission of the charter school.

Ms. Tamika Evans is a Pennsylvania Certified School Principal (K-12) with a Master of Science in Educational Administration from Gwynedd Mercy College and a B.S. in Elementary Education.

Ms. Evans presently serves as the No Child Left Behind Title I District Liaison for the Central Regional Office of the School District of Philadelphia. Prior to that, Ms. Evans served as a principal intern and a school based math teacher for the District. In her roles at the District, Ms. Evans has been responsible for implementing the Core Curriculum and facilitating professional development related to this curriculum. With PFPCS in its first year of implementing this curriculum, Ms. Evans was uniquely suited to conduct the staff evaluation.

Ms. Lisa Redante, a certified special education teacher and the PFPCS Special Education Coordinator, accompanied Ms. Evans during the staff observations, providing her expertise on special education to the evaluation process.

Teacher Evaluation - Attachment

- PFPCS Teacher Evaluation Plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

There was only one change to the PFPCS Board of Trustees in 2006-2007. Due to career and personal obligations, Dr. Pina Templeton resigned from the Board in May 2007.

The 2006-2007 school year was the charter school's first full year under the leadership of Director of Operations Andre C. Williams (Mr. Williams became Director of Operations in May 2006). Mr. Williams comes to PFPCS from the School District of Philadelphia, where he had served for three-and-a-half years as one of the administrators in the High School Office and was involved in

strategic planning for the high schools. In this capacity, Mr. Williams had significant project management responsibility related to the \$6.1 billion capital program as well as working on school improvement teams and conducting community outreach. Prior to the School District of Philadelphia, Mr. Williams spent three years with the Chicago Public Schools, where he supervised 24 Education-to-Career Coordinators to ensure quality vocational programs and to serve the needs of "at-risk" youth and managed more than \$15 million in construction and renovation projects. He also has nearly 20 years of management experience in the engineering sector. Mr. Williams is a graduate of Howard University. His experience in personnel management, operations management, employee training, human resources, and team organization will be an asset to PFPCS in upcoming years. Under his leadership, PFPCS made AYP for the second consecutive year in 2006-2007.

Board of Trustees

Name of Trustee	Office (if any)
Rev. Herbert H. Lusk, II	Chairman
Deborah Ware	Trustee
Dr. Gregory Allen	Trustee
Denise Bowen	Trustee
Linda Chandler	Trustee
Sidney A. Harrell	Trustee
Bob Strain	Secretary

Professional Development (Governance)

On April 24, 2007, the PFPCS Board of Trustees participated in a governance training session facilitated by Ms. Melanie Burke Reiser of OmniVest Management, LLC. Ms. Reiser is an experienced charter school governance trainer, who has facilitated professional development for schools including the Philadelphia Electrical and Technology Charter High School, Independence Charter School, Souderton Collaborative Charter School, and the Philadelphia Montessori Charter School. The training provided Board members with a review of the legal obligations of the charter school Board including due diligence, Sunshine Law, Public Officials Act, Open Records Law, etc. Board members received a packet of training materials and copies of the above-stated legislation for their future reference. This training is reflected in the Board minutes from April 24, 2007.

Additionally, a representative from the PFPCS Board attended the governance training day of the Pennsylvania Coalition of Charter School's Annual Conference (April 29, 2007) along with the school's Director of Operations. Information from this training was shared with the Board.

Finally, the Board of Trustees and administration are in frequent contact with the school's counsel regarding legal issues including the Ethics Act and Sunshine Law. Attorneys for the school attend board meetings as needed, publish Sunshine Notices, review documents, and provide updated information to the Board and administration.

Coordination of the Governance and Management of the School

The Board of Directors functions primarily as a policy-making body, delegating day-to-day administration to the Director of Operations. The board exercises legal power and responsibility for the school. Its roles and responsibilities include: financial development and management, fiduciary oversight, and programmatic oversight. The board is responsible for: coordination of long-range planning and resource development; overseeing and evaluating the work of the

principal; setting a framework for the budget process and authorizing the annual budget; approving large resource expenditures, significant changes in program or facility use, and expansion into new program areas; exercising final authority over personnel and faculty issues; and, serving as a court of last resort for resolving complaints.

An affirmative vote of a majority of the members of the board, duly recorded, showing how each member voted, is used in order to take action on the following subjects pertaining to school management: school calendar; adopting textbooks; appointing or dismissing school administrator or staff members; adopting the annual budget; purchasing or selling land; locating new buildings or changing location; creating or increasing indebtedness; adopting courses of study; designating depositories for school funds; entering into contracts of any kind where the amount exceeds \$500; fixing salaries or compensation of administrator, teachers, or other employees of the charter school; and, entering into contracts with and making appropriations to an intermediate unit or school district for the charter school's proportionate share of the cost of services provided or to be provided by the foregoing entities.

Under the leadership of the Board of Trustees and new PFPCS Director of Operations, Andre C. Williams, PFPCS experienced a year of unprecedented collaboration with the School District of Philadelphia. Not only did PFPCS adopt the School District of Philadelphia's Core Curriculum, but representatives from the School District of Philadelphia assisted Next Step Associates in facilitating PFPCS' week-long pre-service/professional development in August 2007. In 2006-2007, representatives from PFPCS (e.g. Director of Operations, Testing Coordinator, Special Education Coordinator) attended meetings held by the School District of Philadelphia's Office of Charter Schools and by other District offices, including regular Data Group meetings. PFPCS maintained open communications with the District's Charter School Office and the District's CEO and staff throughout the year and submitted all required reports in a timely manner. This collaborative relationship with the District has had numerous benefits for the school, including a recent invitation to participate in the District's pilot program, Rewarding Excellence in Philadelphia Schools (REPS), in 2007-2008.

Coordination of the Governance and Management of the School - Attachment

- PFPCS Board of Trustees Meeting Schedule

Community and Parent Engagement

Community Engagement:

As PFPCS was founded by a community economic development organization — People for People, Inc. — ensuring that the community plays an active role in the school's operation has always been of paramount importance. In 2006-2007, community involvement enabled PFPCS to provide parent training, run after school clubs, provide health services to students, promote nutrition education, recruit highly qualified teachers, support our students with special needs, etc.

A sampling of PFPCS' significant community partners from 2006-2007 follows below:

1. **After School Activities Partnership (ASAP)** — Ran chess club, dance and movement club, and healthy cooking club as part of 21st Century Community Learning Center.
2. **Americhoice** — Provided assistance with the development and implementation of the PFPCS Wellness Policy.
3. **B.E.T.A. One, Inc.** — Dr. Robbin Alston has an ongoing relationship with People for People, Inc. in the special education program, conducting the psychological evaluations for student IEPs, providing professional development to PFPCS staff, and advising the special education program.

4. **Charter School Nurses Network** — PFPCS participates in this collaborative of charter school nurses for health programming and information sharing.
5. **Children's Hospital of Philadelphia** — Provided asthma education for students and parents.
6. **Children's Literacy Initiative** — Educational partner since 2005-2006, which provided a stronger literacy curriculum to early elementary grades as well as extensive professional development and one-on-one teacher coaching in literacy.
7. **FoodPlay** — Provided an on-site children's play about nutrition for students, which corresponded with USDA's new food pyramid.
8. **The Food Trust** — Supported PFPCS in the development of our Wellness Policy and provided nutrition curricula and professional development for teachers.
9. **Harrison Career Institute** — Nursing students served their practicum at PFPCS, providing scoliosis screening and BMI testing to our students.
10. **Junior Achievement** — Students participated in Exchange City program through the PFPCS Entrepreneurship Class.
11. **Pediatric Therapeutic Services** -- This long-term educational partner of PFPCS, continued to support the delivery of our special education programming, specifically related to speech therapy and occupational therapy.
12. **Pennsylvania Coalition of Charter Schools** — PFPCS participates in this state-wide association of charter schools. Our membership in this organization provides us with current information on charter school legislation and policy, as well as extensive opportunities for professional development and networking. PFPCS served on the Board in 2006-2007.
13. **People for People EARN Center** — Participants in this job-training and placement program, gained valuable work experience while working as volunteers in the charter school's administrative office, maintenance staff, and food service staff.
14. **People for People Credit Union** — Explains banking concepts to 1st, 2nd, and 3rd graders and provides each student in these grades with \$5 to start a savings account, allowing them to have a real-life application for the entrepreneurial education.
15. **Philadelphia College of Optometry** — Partners with school nurse to provide vision screening for students.
16. **Philadelphia Citizens for Children & Youth** — A children's advocacy organization — PCCY works with PFPCS staff to ensure that our parents/guardians are aware of medical insurance, health programs, and City services available to our students.
17. **Philadelphia Eye Institute** — Partnered with the school nurse to provide vision screening for students.
18. **Philadelphia Free Library** — Provided materials related to summer reading for inclusion in summer packets for 21st CCLC parents.
19. **Philadelphia Reads** — Students in 2nd grade participate in the Philadelphia Reads program each Monday, where they are partnered with volunteers from The Philadelphia Inquirer and Philadelphia Daily News to encourage reading and strengthen reading skills. One second grade classroom received \$1,000 in books from this program, and Philadelphia Reads helped the school celebrate Dr. Seuss's birthday.
20. **Project PA** — Project PA, through the Promoting Nutrition and Physical Activity through After School Programs grant program, assisted the 21st Century CCLC after school program in implementing a
21. **St. Christopher's Hospital for Children** — Provided the Ronald McDonald Dental Bus to provide free dental care to students, the Eagles Eye Bus to provide free vision care to students, and professional development to nursing staff on emergency issues in pediatric care.
22. **Salvation Army** — PFPCS has an ongoing partnership with the Salvation Army, whose facilities are used for physical education and after school programming.
23. **School District of Philadelphia** — Collaborated to provide student transportation, to implement to new curriculum, to provide professional development, etc.
24. **SEED Policy, Practice, & Research Initiative** — As one of 12 community partner sites nationally, many PFPCS students are provided with \$1,000 seed bank accounts for

- college education through the Saving for Education, Entrepreneurship, and Downpayment (SEED) program.
25. **Teach for America** — PFPCS entered into a partnership with Teach for America, which helps PFPCS to recruit highly qualified and trained teachers for our classrooms.
 26. **Temple University School of Dentistry** — Partnered with the school nurse to provide dental screening to students.
 27. **Urban Family Council** -- Provided educational services to students in grades 5-8, presenting lessons on choices and consequences and relationships. Also provided an 8-week Building Family Strengths Program for parents of students participating in the 21st Century Community Learning Center after school program.
 28. **WOAR (Women Organized Against Rape)** — Provided three full-days of programming for students as follows: K-2 (good touch vs. bad touch), 3-5 (“Yes, you can say no!”), and 6-8 (sexual harassment).

Parent Engagement:

PFPCS engages parents in the school’s activities in a variety of ways. First, a Back to School Night was held on September 26, 2006, parent/teacher conferences were held in the first and second trimesters, and the school sent frequent written communication to parents to keep parents abreast of disciplinary problems, upcoming events, standardized testing, etc. Students in the Computers special class also produced a newsletter, which was sent home to parents. A Parent Teacher Group meets monthly to discuss issues pertaining to the educational program, student life, and fundraising. An annual parent survey was administered in spring 2007, the results of which are guiding our planning for the upcoming school year.

For the third year, our 21st Century Community Learning Center After School Program included a comprehensive family involvement program in 2006-2007 aimed at strengthening relationships between students and their families and encouraging parents to become more active participants in their child’s education. The Urban Family Council facilitated this Building Family Strengths program, an 8-week series of workshops on topics including choices and consequences, anger management, self-esteem, the message kids receive in the media and in hip hop, the various roles a parent plays, etc.

Most importantly, the Board of Trustees includes a voting member who is a parent of a student enrolled in the charter school -- Ms. Denise Bowen. Additionally, Board meetings are open to the public and, in addition to posting meeting date and times in a local newspaper, the meeting dates and times are posted in the charter school’s main office so that any parents interested in attending are made aware of upcoming meetings. Finally, when the school is required to develop a specialized board or task force, we make a concerted effort to recruit parent representatives. Currently parents sit on the Advisory Board of the 21st Century Community Learning Center as well as on the Health/Wellness Council which is implementing our Local Wellness Policy.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

In 2006-2007, the PFPCS Board of Trustees initiated efforts to solicit private donations from community businesses, and the school was successful in securing \$25,000 for educational programming in 2006-2007 from Comcast, with an additional commitment from Comcast for \$20,000 in 2007-2008. PFPCS also received a \$1,000 donation from a private, anonymous donor to be used toward literacy programming.

Additionally, PFPCS has a history of aggressively pursuing grant monies to support its educational program. In 2006-2007, PFPCS received \$213,000 to run its 21st Century Community

Learning Center and \$7,500 for after school nutrition programming through Project PA. PFPCS will continue to receive 21st Century CLC funding in 2007-2008 and will pursue grant funding from additional sources including the Universal Service Fund's Schools and Libraries Program (formerly E-Rate) and the Pennsylvania Department of Education's eFund program.

Fiscal Solvency Policies

PFPCS has a \$250,000 working capital line of credit with Sovereign Bank, which provides the school with a buffer in the event of unforeseen circumstances such as unscheduled repairs and maintenance, delay in receipt of federal funds, lower than anticipated student enrollment, etc.

Additionally, the school maintains an on-site Business Manager and an education management company — OmniVest Management, LLC — to provide back-office support and ongoing financial planning services. OmniVest Management prepares monthly financial packets which are shared with the school administration and are presented to the full Board of Trustees at the monthly, public Board meetings. These packets track actual revenues and expenditures versus the budget, to ensure that any abnormalities are recognized and addressed promptly.

Accounting System

PFPCS contracts with OmniVest Management, LLC to provide its back office and fiscal management services. OmniVest ensures that the general ledger structure and account classifications are in accordance with the Pennsylvania Department of Education guidelines. PFPCS also utilizes OmniVest Management, LLC's internal controls and procedures, which include annual and monthly budgeting, cash management, general ledger control, monthly financial reporting, and account reconciliation. The accounting software system used is QuickBooks Premier Accountant Edition 2007. This software is customized with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools. The school is 100 percent compliant with the Pennsylvania State Chart of Accounts for PA Public Schools. All of the school's financial and budgetary reporting is prepared in accordance with the Generally Accepted Accounting Principles (GAAP) and the applicable standards set by the Government Accounting Standards Board (GASB).

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- PFPCS Preliminary Statements of Revenues, Expenditures, & Fund Balances

Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit

The school's Board of Trustees has engaged the audit firm of Larson Allen Weishair and Co., LLP, located at 16 Sentry Park West, Suite 310, Blue Bell, PA. 19422, to conduct our audit for the fiscal year ended June 30, 2007. The audit report for fiscal year ended June 30, 2007 is expected to be completed in October 2007. PFPCS will provide PDE and the School District of Philadelphia with a copy of this audit report immediately upon its completion.

To date, the school has an audit report for each fiscal year through June 30, 2006. The Independent Auditor's Report for fiscal year ending June 30, 2006 is attached to this report. The audit found no matters involving the internal control over financial reporting and its operation that they considered to be material weaknesses. Only one instance of noncompliance material to the financial statements of PFPCS was reported. Namely, in a review of 40 employee files, four did not contain a current criminal history background check and/or child abuse clearance. PFPCS has since appointed a new individual to maintain employee files and instituted a rigorous procedure for obtaining and maintaining proper documentation. Finally, the Independent

Auditor's Report on compliance for the major federal award programs (i.e. Title I — Improving Basic Programs) found that PFPCS complied, in all major respects, with the requirements of laws, regulations, contracts, and grants applicable to our one major federal program for the year ended June 30, 2006.

Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit - Attachment

- Auditor's Annual Report Summary

Citations and follow-up actions for any State Audit Report

PFPCS did not undergo a state audit conducted by the Auditor General in 2005-2006 or, to date, for 2006-2007. In 2006-2007, PFPCS forwarded our Financial Statements and Supplementary Information for the year ended June 30, 2006 to the Commonwealth of Pennsylvania's Office of Budget, Bureau of Audits. We understand that the Auditor General has the right to review expenditures and to audit the expenditures made from state appropriated moneys.

SECTION VII. FACILITY RESPONSIBILITIES

Acquisition of Facilities, Furniture, Fixtures, and Equipment During the Last Fiscal Year

The school's modern and new facility is leased from OmniVest Management, LLC on a triple net basis. Furniture, fixtures, curriculum, computers and equipment are purchased from various vendors throughout the United States. Payment is usually on a 30-day basis. In 2006-2007, PFPCS did not make any major capital investments, just routine purchases of computers, fixtures, and equipment.

Future Facility Plans and Other Capital Needs

For the fiscal year ended June 30, 2007 and thereafter, the school will utilize its modern school facility located at 800 North Broad Street. Approximately 540 students will be enrolled during these periods. The school has leased a three (3)-classroom/room building immediately adjacent to the main school building at 1421 Carlisle Street. This building will be used for additional administrative needs and for the staff. No capital expenditures are planned other than those which are to repair and maintain the existing facility and those which are to replace worn down classroom furniture, fixtures, and equipment which have all been budgeted in the school's Five-Year Business Plan.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students

Safety

In accordance with the Philadelphia Fire Prevention Code, (Chapter 7, Section F-708.1) for High Rise Buildings, fire drills are conducted at least 10 times per year for the charter school located on floors 2 through 6 (in accordance with The School District of Philadelphia Policy and Procedure Number 110.4 and Sections 703.1 & 2 of Chapter 7 of the Philadelphia Fire Prevention Code).

The school follows the foregoing fire evacuation procedures:

- There will be an “all clear” issued, via the public address system to advise persons in the fire drill exits to return their floor upon completion of the drill.
- The date and time of fire drill will always be announced in advance. Every student and employee of the school is instructed as follows: If you hear a fire alarm and there has been no prior notification, you must assume that there is a real fire emergency.
- All fire alarm drills are recorded in a log book with all of the relevant information; date, time of drill, the actual time for evacuation, and any other factors. The Philadelphia Fire Department inspects the log book annually.

In 2006-2007 fire drills (including a shelter-in place drill) were held as follows:

#	Conductor	Date	Time	Notification Method	Number of Occupants	Weather	Travel Time	Additional Comments
1	Andre Williams	9/22/2006	2:15 PM	Fire Alarm	544/519	Low 70's	7 minutes 2:15-2:22 5 minutes	First fire drill of the year Fire Department
2	Andre Williams	10/10/2006	10:00 AM	Fire Alarm	542/498	High 70's	10:00- 10:05 5 minutes	Department Observed Fire
3	Andre Williams	10/11/2006	10:10 AM	Fire Alarm	542/515	Mid 60's R	10:10- 10:15 5 minutes	Department Observed 2nd time All floors evacuated
4	Andre Williams	11/30/2006	10:00 AM	Fire Alarm	549/530	Low 60's	10:00- 10:05	(1-7TH) All floors evacuated
5	Andre Williams	12/22/2006	9:01 AM	Fire Alarm	547/441	High 40's R	4 minutes 9:01-9:05	evacuated (1-7TH) Preschool
6	Andre Williams	1/30/2007	10:00 AM	Fire Alarm	544/505	High 30's	5 minutes 10:00- 10:05	Closed due to flood (No Babies) All floors evacuated
7	Andre Williams	2/21/2007	2:00 PM	Fire Alarm	538/512	High 40's	6 minutes 2:00-2:06	(1-7TH) All floors evacuated
8	Andre Williams	3/22/2007	2:00 PM	Fire Alarm	535/506	High 60's	6 minutes 2:11-2:17	evacuated (1-7TH) All floors evacuated
9	Andre Williams	5/3/2007	1:40 PM	Fire Alarm	541/503	Low 70's	4 minutes 1:40-1:44	(1-6TH) not the 7th All floors evacuated
10	Andre Williams	5/29/2007	10:20 AM	Fire Alarm	543/470	Low 80's	5 minutes 10:20- 10:25	(1-7TH) (1st and 4th gr. On trips All floors evacuated
11	Andre Williams	6/8/2007	10:05 AM	Fire Alarm	542/475	Low 90's	4 minutes 10:05- 10:09	(1-7TH) (kindergarten on a trip)
12	Andre Williams	6/18/2007	10:10 AM	Shelter in Place	542/267			Floors 3,4,5,6 only

In April 2007, PFPCS submitted the PDE-4101 form (Certification of Fulfillment of Fire Drill and School Bus Emergency Evacuation Drill Requirements) to PDE's Division of Subsidy Data and Administration, which attests to our completion of the required fire drills.

Health

The school employs a full-time Licensed Practical Nurse. A Certified School Nurse (CSN) visits the school every week from September through June and signs-off on all health records and

advises the school nurse as needed. A medical doctor (MD) is available via on-call for consultations on an as needed basis.

Upon admission to the school, each student is required to submit a physical examination, proof of appropriate immunizations, and dental, audio, and visual screenings. Each student is given an individual file which contains the physical record, copy of immunization records, screening results, pupil medical history, emergency control form, any professional observations, progress notes, problem list with follow up, copy of any nursing care visits, medical administrative release forms, and doctors' prescriptions. Certificates of immunization are kept under separate cover. All student health information is kept in a secured health room in a locked file cabinet, available to the CSN and school nurse. Records are reviewed every month to maintain accuracy.

As part of PFPCS' renewal process, an external audit company (Mitchell & Titus, LLP) was hired by the School District of Philadelphia to review the school's records and adherence to policies and procedures. As part of this audit, the auditor reviewed 25 student health files (pulled at random) to insure that both health records and immunization records were maintained appropriately; and no exceptions were found.

The Pennsylvania Department of Education's "Request for Reimbursement and Report of School Health Services" for 2006-2007 must be submitted by PFPCS to the Division of School Health in September 2007. At the time of this report's submission, PFPCS had not submitted the 2006-2007 reimbursement form, but evidence of 2005-2006's report submission is attached to this report.

Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students - Attachments

- PFPCS Wellness Policy Approval Letter from PDE
- PFPCS Wellness Policy
- Reimbursement of School Health Services 2005-2006

Current School Insurance Coverage Policies and Programs

For the 2006-2007 school year, PFPCS procured insurance coverage through the insurance brokerage firm Boardman Hamilton Company as follows:

- Educator's legal liability (including directors & officers liability) — \$1,000,000/\$2,000,000
- Commercial general liability — \$2,000,000
- Products-completed operations aggregate — \$2,000,000
- Personal & advertising injury — \$1,000,000
- Fire damage (any one fire) — \$300,000
- Medical expense (any one person) — \$10,000
- Automobile liability — \$1,000,000
- Excess liability/umbrella — \$5,000,000
- Workers compensation & employers' liability — \$500,000

Additionally, PFPCS provides its full-time employees with personal health insurance in compliance with 24 P.S. § 17-1724A (d) (i.e. every employee of the school is provided with the same level of health care benefits as the employee would receive if he or she were an employee of the School District of Philadelphia).

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

At the start of the 2006-2007 school year, PFPCS' professional staff totaled 42 members (27 classroom teachers, 6 specialty teachers, 6 special education teachers, 1 special education coordinator, 1 school counselor, 1 school nurse, and 1 reading specialist), 22 of whom returned from the 2005-2006 school year (a 52.4% retention rate for all professional staff). Of these 42 staff members, 38 were with the school for the entire 2006-2007 school year — a 9.5% turnover rate. Of the 42 professional staff members employed at the end of the 2006-2007 school year, we anticipate that 34 will return for the 2007-2008 school year — an anticipated 81% retention rate for next year.

The percentage of 2006-2007 staff who returned from the previous year (52.4%) was the lowest in the past four years (the retention rate from 2002-2003 school year to 2003-2004 was 65%; from 2003-2004 to 2004-2005 was 71%; and from 2004-2005 to 2005-2006 was 75.6%). The reason for this decline in our retention rate was largely due to the reorganization efforts of the charter school, which included the hiring of a new head of school in May 2006. However, our turnover rate of 9.5% was the lowest in four years (the staff turnover rate in 2005-2006 was 12.2%; in 2004-2005 was 15%; and in 2003-2004 was 19%). So, while PFPCS experienced a low retention rate from 2005-2006 to 2006-2007, typical of the natural turnover found in organizational transition, we have recovered from this period with a staffing level more stable than in years past. In larger part, this is due to the new leadership of the school. Our tuition assistance program for certified teachers and our improved professional development and induction programs also contributed to our renewed staff stability.

Quality of Teaching and Other Staff - Attachments

- PFPCS Evidence of ESPP Submission 2006-2007
- PFPCS PDE-414 2006-2007

Student Enrollment

a.) Describe the charter school's student enrollment procedures and policies, including the admissions policy. Describe how all policies and procedures comply with state law. Describe if a lottery was used, how students were placed on a waiting list and how those students were enrolled from the list.

In the admission of students, PFPCS complies with § 17-1723-A of the Charter School Law. Specifically, the charter school is open to all resident children in the Commonwealth of Pennsylvania. If more students apply to the charter school than the number of attendance slots available in a given year, then students are selected on a random basis (a lottery) from a pool of qualified applicants meeting the established eligibility criteria and submitting an application by the our deadline. However, preference is given in enrollment to a child of a parent who has actively participated in the development of the charter school and to siblings of students presently enrolled in the charter school. Also, first preference is given to students who reside within the School District of Philadelphia.

For the 2006-2007 school year, there were more applicants than available seats in the school. On April 25, 2006, the lottery for the 2006-2007 school year was conducted by Ms. Melanie Burke Reiser of OmniVest Management, LLC. All students who had applied by the stated deadline were eligible for the lottery, and the position of students on the waiting list was also determined by a random lottery. As seats opened in the school, enrollment was extended to the highest ranked student on the waiting list.

For the upcoming school year (2007-2008), the number of applicants again exceeded the number of available seats in the school, and, as such, a lottery was conducted on May 11, 2007 by Ms. Reiser of OmniVest Management, LLC.

- **If Kindergarten or First Grade is offered, provide a description of the admission policy with age requirements.**

For 2006-2007, only students who would be 5 years-old by September 1, 2006 were considered for enrollment in the school.

- **Provide an enrollment history for the past year, by grade level, including the number of students initially enrolled, number dropped, and number added. For students who transferred out, indicate the school(s) to which they transferred, if known.**

Grade	Initial Enrollment	Withdrew	Added	Year End Enrollment
Kindergarten	61	7	8	62
First	62	2	4	64
Second	63	9	9	63
Third	62	5	5	62
Fourth	63	12	9	60
Fifth	62	7	5	60
Sixth	61	7	7	61
Seventh	59	12	8	55
Eighth	60	4	0	56
Totals	553	65	55	543

Of the 65 students who withdrew from PFPCS in 2006-2007, one enrolled in a non-public school, three enrolled in charter schools, one enrolled in a disciplinary/detention facility, two moved out of state, and the remainder enrolled in School District of Philadelphia schools.

- **Provide the number of students who completed the 2006-2007 year who are currently enrolled to return in September.**

461 of the eligible 487 (94.7%) of students enrolled at the end of the 2006-2007 school year have re-enrolled for 2007-2008.

- **Provide numbers of students who were required to leave the school (expulsions, other), and the numbers who left voluntarily.**

PFPCS did not expel any students in 2006-2007. All withdrawals were voluntary.

b.) Discuss any trends in enrollment including student turnover and retention data. Drawing upon exit interviews and other sources, explain why students choose to, or not to, return to the school. If the school is under-or over-enrolled based on the charter, provide an explanation.

PFPCS has a traditionally high student retention rate —95% of students who were enrolled at the close of the 2002-2003 school year enrolled in 2003-2004; 97.5% of students who completed the 2003-2004 year enrolled in 2004-2005; 97.8% of the students enrolled at the close of the 2004-2005 school year re-enrolled for the 2005-2006 school year; 98.5% of students who were enrolled at the close of the 2005-2006 have reenrolled for the upcoming school year; and 94.7% of

students enrolled at the close of the 2006-2007 school year have reenrolled for the upcoming school year.

PFPCS student turnover rate for 2006-2007 was 11.8%, representing a decrease over last year's 18.7%. The Greater Philadelphia Area tends to be comprised of a large group of transient families. The high rate of movement of our student population affects as much as 10% of our enrollment throughout the year. Additionally, some students voluntarily withdraw from our program knowing the expulsion process is about to commence. At the commencement of the year, we enroll slightly more students than our charter of 540 students to account for students who withdraw in the first month of school, either because they have applied to and been accepted into multiple charter schools or because they find the PFPCS program not to be an ideal fit.

Transportation

The school owns and operates four (4) 72- passenger school buses and one (1) 28-passenger bus and contracts with the SDP for five (5) additional school buses. With the aid of the Philadelphia School District, PFPCS provides bus service to all students who qualify. Kindergarten students are not eligible to receive bussing that is provided by the Philadelphia School District, but we make every effort to allow those students to ride on the buses provided by the charter school. However, if this is not possible, the parent must make other arrangements. In 2006-2007 none of PFPCS' special education students required transportation accommodations in their IEPs, however, when PFPCS' special education services were audited by PDE's Bureau of Special Education, no fault was found with our transportation accommodations. Finally, as an added feature of our transportation program, PFPCS uses our privately owned buses to provide door-to-door transportation to students participating in our 21st Century Community Learning Center After School Program and in our Extended School Year program.

Food Service Program

PFPCS participates in the National School Lunch Program (NSLP), which provides free and reduced lunch, breakfast, and snack to our students. The percentage of students from low-income families whom are eligible for free and reduced lunch and participated in this program in 2006-2007 was 80.1%. All of our meals are prepared by an in-house food service staff consisting of a Food Service Manager, Assistant Manager and five (5) Aides. Additionally, the school uses a six-week rotating menu, which increases the effectiveness in ordering food and supplies. It also allows the school to accurately identify the nutritional value of the meals served and keep in compliance with the nutritional regulations set forth by the NSLP. On May 10, 2007, the Pennsylvania Department of Education conducted a nutritional review of our lunch program (i.e. SMI Review), which found our food service program in compliance with the Department's strict nutritional guidelines. PFPCS did not have any corrective actions from this review.

Student Conduct

PFPCS believes that promoting a safe and secure school environment is a partnership in responsibility. As such, PFPCS is committed to respecting the rights of others. Rules governing discipline and conduct are written so that parents, students, teachers and administrators know what is required of students. Parents, teachers, staff, school administrators and the Board of Trustees are responsible for helping students develop self-discipline. By working together under clearly stated and consistently enforced regulations, we can administer firm and fair discipline practices.

BELIEFS

The following beliefs guided the development of the Student Code of Conduct:

- The school must be safe and secure for students and staff.

- Students have rights and responsibilities in the learning environment of the school.
- The school is for instruction and learning, and anything that distracts from that process must be dealt with by school officials.
- Students and their parents should be knowledgeable of school and classroom rules.
- Students have a responsibility to exercise self-control over their own behavior.
- The responsibility for discipline is shared among students, school personnel, the Board of Trustees and parents.
- Students who violate school and classroom rules must be afforded their rights to due process, which are procedurally, morally and legally fair and correct.
- Students who violate classroom rules should be assigned disciplinary measures with the purpose of correcting their behavior.
- Disciplinary measures should be progressive and preventative, unless the safety of students is an issue.
- Disciplinary measures should be firm, fair and consistent
- The disciplinary measures of the school should be a problem solving process and should focus on the causes of the infraction.
- The assigning of disciplinary measures should be commensurate with the circumstances.

EXPECTATIONS FOR STUDENT BEHAVIOR

We expect all students to:

Listen and follow directions — This means that students:

- Don't talk when others are talking
- Actively listen (age appropriate)
- Stay on task on classroom assignments
- Ask questions if they don't understand something

Come to school prepared to learn — This means that students:

- Do their homework every night
- Bring correct materials to school
- Come to school on time and stay for the entire day
- Are present 95% of the school year
- Wear their school uniform everyday
- Don't use electronic games, beepers or cell phones during school hours
- Take off all outer garments when inside the school building

Treat others as we would like to be treated — This means that students:

- Do not touch other students
- Do not touch things that belong to others unless given permission
- Do not curse or speak disrespectfully to adults and peers

Respect our environment — This means that students:

- Do not draw on or deface school property
- Clean up after themselves
- Only eat in designated areas
- Do not display items that contain vulgar or inappropriate language

Try our hardest— This means that students:

- Know that it's okay to make mistakes
- Ask others for help
- Complete every assignment to the best of their ability

DISCIPLINARY PROCESS

PFPCS' disciplinary process was developed with the assistance of its legal counsel to ensure compliance with Chapters 12 and 13 of the Public School Code. Specific attention has been given to ensuring due process for special education and regular education students facing suspension of 4-10 days or expulsion. Our due process procedures follow below:

Due Process for Informal Suspension Hearings

In suspensions of four to ten days at PFPCS, parents and students have the right to an informal hearing. The informal hearing is meant to encourage the student's parents/guardians to meet with the CEO or his designee to discuss ways by which future offenses can be avoided.

The steps below are followed to ensure due process:

- The student and the parent/guardian are notified in writing the reasons for the suspension.
- Parents are provided with sufficient notice of the time and place of the informal hearing.
- Students have the right to question any witnesses present at the hearing, and has the right to speak and produce witnesses on his/her own behalf.
- The informal hearing is held within the first 5 days of the suspension.

Due Process Expulsion Procedures

A Board decision is required to expel a student. Expulsion is exclusion from school for more than 10 days. All expulsions require a prior formal hearing. During the period prior to the hearing and decision of the Board of Trustees in an expulsion case, the student, unless on suspension, shall be placed in his normal class except; if it is determined after an informal hearing that a student's presence in his normal class would constitute a threat to the health, safety, morals, or welfare of others and if it not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than 10 school days, if the formal hearing is not unreasonably delayed.

The steps below are followed to ensure due process:

- Notification of the charges will be sent to the student's parents/guardian by certified mail.
- Parents will be provided with sufficient notice of the time and place of the hearing.
- The hearing will be held in private unless the student or parent requests a public hearing.
- The student will have the right to be represented by counsel.
- The student will have the right to be notified of the names of the witnesses against the student, and copies of the statements and affidavits, if any, of those witnesses.
- The student will have the right to request that any such witnesses appear in person and answer questions or be cross-examined.
- The student will have the right to testify and present witnesses on his own behalf.
- A record will be kept of the hearing, either by stenographer or by tape recorder.
- The proceeding will be held with all reasonable speed.

- In the event the student is dissatisfied with the results of the hearing, an appeal may be filed in accordance with the Local Agency Law to the Court of Common Pleas within thirty (30) days of receipt of the Adjudication. If it is alleged that a constitutional issue is involved, the student may be able to file a claim for relief in the Federal District Court. The student and their parents/guardian will be apprised of these rights.

Description of the Due Process Hearing

At the beginning of the hearing, a duly authorized committee of the Board, or a duly qualified hearing examiner, who need not be a member of the Board, but whose adjudication must be approved by the Board (herein called Hearing Officer) shall inform the student and the student's representative(s) that:

The School's and the student's representatives shall have the right to examine and cross-examine witnesses; the student has the privilege against self-incrimination, but that if the student does testify, he/she shall be subject to cross examination; the charter school has the burden of proving the charges by a preponderance of credible evidence; a transcript of the proceedings shall be maintained and made available to the student's representative upon request; and the hearing shall be private or open to the public, as determined by the student's representative.

The person conducting the hearing shall not have intimate knowledge of the details of the charges to assure an impartial, unbiased hearing of the case.

The Hearing Officer shall inform the parties that:

- The case will proceed by having the school present its evidence through witnesses and other evidence first;
- The school's witnesses shall be subject to cross-examination by the student's representative; and
- The student will then have the opportunity to present witnesses on his/her behalf, subject to cross-examination by the school's representative.

Following the conclusion of the testimony and the introduction of other evidence matters, the parties shall be afforded the opportunity to present oral arguments to the Hearing Officer indicating the reasons why the charges should be sustained or dismissed. The Hearing Officer shall then reach findings of fact upon the charges.

In the event that one or more of the charges is sustained, the Hearing Officer shall then entertain statements from the parties regarding the appropriate penalty outcome. In the event that the parent and/or the student, in an appropriate case, have been served with a copy of the student's past disciplinary anecdotal record in a timely fashion, for consideration at the hearing, such record may be considered by the Hearing Officer in determining an appropriate penalty. The incidents contained within the past anecdotal record shall be subject to proof to the extent that they are denied by the student, as expressed by the student's representative.

The Hearing Officer, upon the conclusion of the portion of the proceeding dealing with penalty determinations, shall make findings of fact and penalty recommendations, if any, to the person or body which designated him/her immediately upon the conclusion of the long-term suspension hearing.

The Board shall make its own findings of fact and penalty decision, by adopting those of the designated Hearing Officer, where applicable, in whole or in part, or by reaching independent

findings of fact and penalty determinations. This process shall be concluded at an open public board meeting, reasonable notice of which shall be provided to the parent prior to the meeting.

The Board's decision (Adjudication) will be communicated to the parent within five days of the Board meeting.

b.) Provide the number of suspensions and expulsions by student. [Example: 12 students were involved in 21 suspension incidents and 1 student was expelled.]

In 2006-2007, 55 students were involved in 105 suspensions. This represents a decrease in both the number of students involved in suspensions and in the total number of suspensions from last year when 135 students were involved in 153 suspensions. No students were expelled in 2006-2007.

Student Conduct - Attachment

- PFPCS Discipline Policies

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2007 - 2008

Name of School: People for People CS

Date of Local Chartering School Board/PDE Approval: March 2000 (Original Charter) /
March 2005 (Renewal)

Length of Charter: 5 years **Opening Date:** August 2001

Grade Level: K-8 **Hours of Operation:** 8:30 a.m. to 3:00 p.m.

Percentage of Certified Staff: 60.4% **Total Instructional Staff:** 39

Student/ Teacher Ratio: 20:1 **Student Waiting List:** 750

Attendance Rate/Percentage: 91.8%

Enrollment: 543 **Per Pupil Subsidy:** \$7,247.92 Regular / \$15,346.00 SPED

Student Profile

American Indian/Alaskan Native: 0%
Asian/Pacific Islander: 0%
Black (Non-Hispanic): 97.6%
Hispanic: 2.2%
White (Non-Hispanic): 0.2%
Multicultural: 0%

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 80.1%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 119

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	180	180	180	0	180
Instructional Hours	0	0	1038	1038	1038	0	1038

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2007

The People for People CS within Philadelphia IU 26 assures that the charter school will comply with the requirements of 22 PA Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a "child find" system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school's jurisdiction. "Child find" data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

This assurance must be signed by the Board President and the Chief Executive Officer for the charter school to operate services and programs.

Board President

Date

Chief Executive Officer

Date

2007 - 2008 Annual Report for Pennsylvania Charter Schools

Verify that all DATA reports to PDE are complete

YES _____ **NO** _____

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.

Name Andre C. Williams

Title Director of Operations

Phone 215-763-7060

Fax 215-763-6210

E-mail acwilliams@pfpcs.org

Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.

Name Herbert H. Lusk, II

Title Chairman, Board of Trustees

Phone 215-235-2340

Fax 215-235-8345

E-mail hhl32@peopleforpeople.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Kristi Tedeschi

Title Special Education Coordinator

Phone 215-763-7060

Fax 215-763-6210

E-mail kristilee44@aol.com

Signature of the Special Education Contact Person and Date